

URBAN/MUNICIPAL

CA4 ON H3L W26

A32 APRIL-DEC. 1992

AGENDAS / MINUTES OF THE DEVELOPMENT
COMMITTEE OF THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

044 ON H36 W26
A32

URBAN MUNICIPAL

FEB 4 1992

GOV. DOCUMENTS

A G E N D A

DEVELOPMENT COMMITTEE

1992 02 06

Confirmation of the minutes of the regular meeting of 1992 01 09.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Integrated Training and Apprenticeship Program (SWAP)
- Native Education Project

Pages 1 to 9

Pages 10 to 15

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response to the Early Years Consultation Document

NOTE:

MEMBERS ARE REQUESTED TO BRING THEIR COPY OF THE RESPONSE TO THE
EARLY YEARS CONSULTATION DOCUMENT (AS DISTRIBUTED WITH THE JANUARY
AGENDA) TO THE MEETING.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 02 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Integrated Training Apprenticeship Program

Recommendation:

That the attached material be received for information.

Prepared by: Jim Kerr, Technological Studies Co-ordinator

Submitted by: Elizabeth G. Bond, Superintendent of Program

Approved by: Keith Rielly, Director of Education and Secretary

INTEGRATED TRAINING/APPRENTICESHIP PROGRAM UPDATE

History in Brief

PHASE I

- A questionnaire was sent out to the Hamilton - Wentworth area to determine our best chance of having a successful apprenticeship program in the secondary schools. The survey indicated that we link our board with an association - H.A.R.A. (Hamilton Auto Repair Association).
- The next step was to work out an agreement between the two schools, (Scott Park and Parkview) where the program would be offered. This was followed by getting the other players involved - Ministry of Education, Ministry of Skills Development and Mohawk College.
- A program and curriculum was developed and presented to the Board for approval. Once approved, our proposal and application was sent to the two participating Ministries for program approval and for grant money (\$25,000). Approval for both requests was quickly given.

PHASE II

- Fifty candidates applied to the program from all composite schools in our system.
- Two interview teams were formed consisting of members from the Education Centre, Parkview, Scott Park, and H.A.R.A.
- From the interviews, we selected sixteen students.
- Summer meetings with the students and their parents were held to go over the program and to give parents an opportunity to express any concerns.

PHASE III

- In September the program started. The I.T.A.P. steering committee met with all the candidates to answer any further questions concerning their program.
- Grant money was used to have the co-op teacher, in the first semester, match work placement and student for the second semester placement.
- A "partnership in education advisory committee" was formed.

PHASE IV

- During the second semester, students will spend the afternoon in their co-operative education program in the workplace, where they will be monitored by their Auto Body teacher and their employer.
- In mid-May, the successful candidates will formally sign their apprenticeship papers. The hours spent as part of the co-op program will be applied towards their apprenticeship hours.

(Copies of our program and presentation to follow)

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2536



100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2536

October 11, 1990

Robert Mitton
Deputy Minister of Education
Ministry of Education
Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

Dear Mr. Mitton:

Re: *Proposal for an Innovative Pilot Program - Integrated Training /Apprenticeship Program with Co-operative and Technical Studies in the Board of Education for the City of Hamilton.*

This proposal is for an innovative approach to Technological Studies, apprenticeship and/or training program to be offered in Secondary Schools operated by the Board of Education for the City of Hamilton.

The Board at this time asks for your consideration and approval for this Proposal in order to offer a Pilot Program to our students beginning in September 1991.

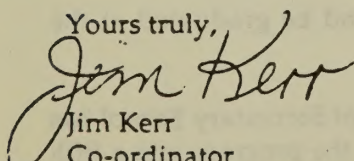
Meetings have been held with representatives of Hamilton-Wentworth Industry, the Chamber of Commerce and the Ministry of Skills Development. Industry has indicated a need to train and said that apprenticeship openings will be available to students enrolled in the program.

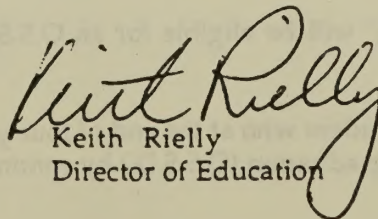
We look forward to working with the Curriculum people in your Ministry to assure a program that is both effective and structured within curriculum guidelines, and with the Ministry of Skills people to assure a smooth introduction of this Pilot Training Apprenticeship Program.

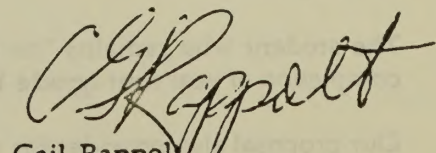
All parties are committed to working co-operatively with the Hamilton-Wentworth Skills Training Advisory Council so that the training needs, as well as the academic requirements of the student can be met.

Your approval of this program will be appreciated.

Yours truly,


Jim Kerr
Co-ordinator
Technological Studies


Keith Rielly
Director of Education


Gail Rappolt
Assistant Superintendent
Curriculum

encl.

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

Proposal

The proposal by the Board of Education for the City of Hamilton is outlined and charted on the two attached sheets "*Integrated Training/Apprenticeship Program*".

Please understand the three goals of this proposal:

- a) To have the student graduated with an O.S.S.D. in a four year time span.
- b) To give the student the opportunity to earn school credits at the appropriate level and to form a basis for continuing education.
- c) To provide direct entry to the workplace as an apprentice while earning an Ontario Secondary School Diploma.

Curriculum

Curriculum has been developed to reflect the increased focus on practical adaption of content to enquiry and communication skills. The curriculum is available for your review and consideration at any time.

The Co-operative Education portion of the program, which forms a key part of our proposal, (a probationary two credit package in year three and a two credit package in year four), is presently under development. We are working on Generic Training Profiles, from which Individualized Training Profiles will be generated. Samples of these profiles will be in place for the consideration of The Ministry of Skills Development, Your Ministry, The Hamilton Board of Education and Employers.

Program

A student interested in and selected for this program will have successfully completed years one and two (grades 9 & 10) of a Secondary School Program with 14-16 credits including required credits. The credits will have been earned at the ability and interest level of the student, basic, general or advanced.

Beginning in year three (grade 11), the student will begin the program outlined in our proposal (see the attached sheets) and after the successful completion of a probationary Co-operative Education Program be apprenticed by the company through the Ministry of Skills Development.

The student who remains "on track" will be eligible for an O.S.S.D. and be graduated at the completion of year four (grade 12).

Our proposal also provides for the student who at the end of four years of Secondary School has not completed the requirements for graduation (O.S.S.D.) by continuing the program into a fifth year. (See the attached chart).

The "block release" design of this proposal makes it possible for a student to enter the program at a time other than year three (grade 11) by including the probationary Co-operative Education semester in their subject selection (with approval of the teacher monitor). The apprenticeship would be registered at the end of this period by the Ministry of Skills Development and the Employer.

The Co-operative Education credits in the program will be taught (reflective learning sessions and preplacement orientation, etc.) and monitored by a teacher with both subject and co-operative education qualifications. This will assure a quality learning experience for the student in this phase of the program.

The Ministry of Skills Development

The "draft" of this proposal has been presented to the Ministry of Skills personnel for preliminary consideration and suggestion, and modification of the Draft has been made based on their expert experience.

The M.S.D. people liked the "block release" and probationary co-operative education semester sections of our proposal, and suggested that we get all parties to the program to sign letters of intent at the beginning of this period. The apprenticeship registration would be done by them at the successful completion of the probationary period.

The Ministry of Skills Development has indicated an active interest in our submission, and will be available for consultation or participation in any phase of the program.

Funding

Funding requests will be based on the need for:

- a) A full time monitor/co-ordinator with responsibility for the co-ordination of the work program, the school program and the generation of placements which could be shared among the three local school boards.
- b) Ongoing curriculum development to meet the needs of both the students and the workplace.

The Board of Education for the City of Hamilton needs your assurance that the Pilot Program will be recognized as a full-time school equivalent for legislative grant purposes.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Integrated Training/Apprenticeship Program

In response to the need of the industrial community who have repeatedly expressed their concerns about the need for journeypersons, the Board of Education for the City of Hamilton is initiating a "dual system" approach preparing students for skilled trades and an Ontario Secondary School Diploma.

Students will be able to apply for program consideration at the end of year two (the successful completion of at least 14 credits) and will be selected by interview, demonstrated skills and successful completion of a probationary co-operative education course in the area of interest.

The proposed Hamilton Board of Education program is one consisting of a semester "in school" and a semester and summer vacation period out of school with co-operative education credits toward graduation forming part of the out of school semester. (see the accompanying chart)

Semester one of year three, (grade 11) will include English, Mathematics, Senior Social Science and Technology, in school.

Semester two will consist of a half day "in school" and will include English and Science and a half day at the work place on a two credit Co-operative Education program, the co-operative education period will be a probationary time prior to signing the Apprenticeship papers.

At the beginning of this semester both the Employer and the student (and parents where applicable) will be asked to sign a letter of intent "that all things being acceptable, "the Apprenticeship will be entered into at the end of the school year (June). The student will then be on the job with paid full time apprenticeship training during the summer. (At the end of year 3 [grade 11] the apprentice/student will have earned 22-24 credits toward O.S.S.D.)

The first semester of year four (grade 12) will be "in school" and will include English, Mathematics, Technology, and Science. Semester two will be "out of school" on the job with full time apprenticeship training and will include two (2) Co-operative Education credits toward graduation.

At the end of semester two, the student who has completed 30 credits successfully (including obligatory subjects) will be awarded an OSSD and will continue as a full time paid apprentice with release time for advanced Ministry of Skills/College programs. This should be the norm for a student in this program.

The student with less than 30 credits will work as an apprentice during the summer period; and then in semester one of year 5, return to school half time, to complete the requirements for graduation, and be on the job training the other half of the day. This student should earn an OSSD at the end of this semester and then continue apprentice training with release time for advanced Ministry of Skills/College programs.

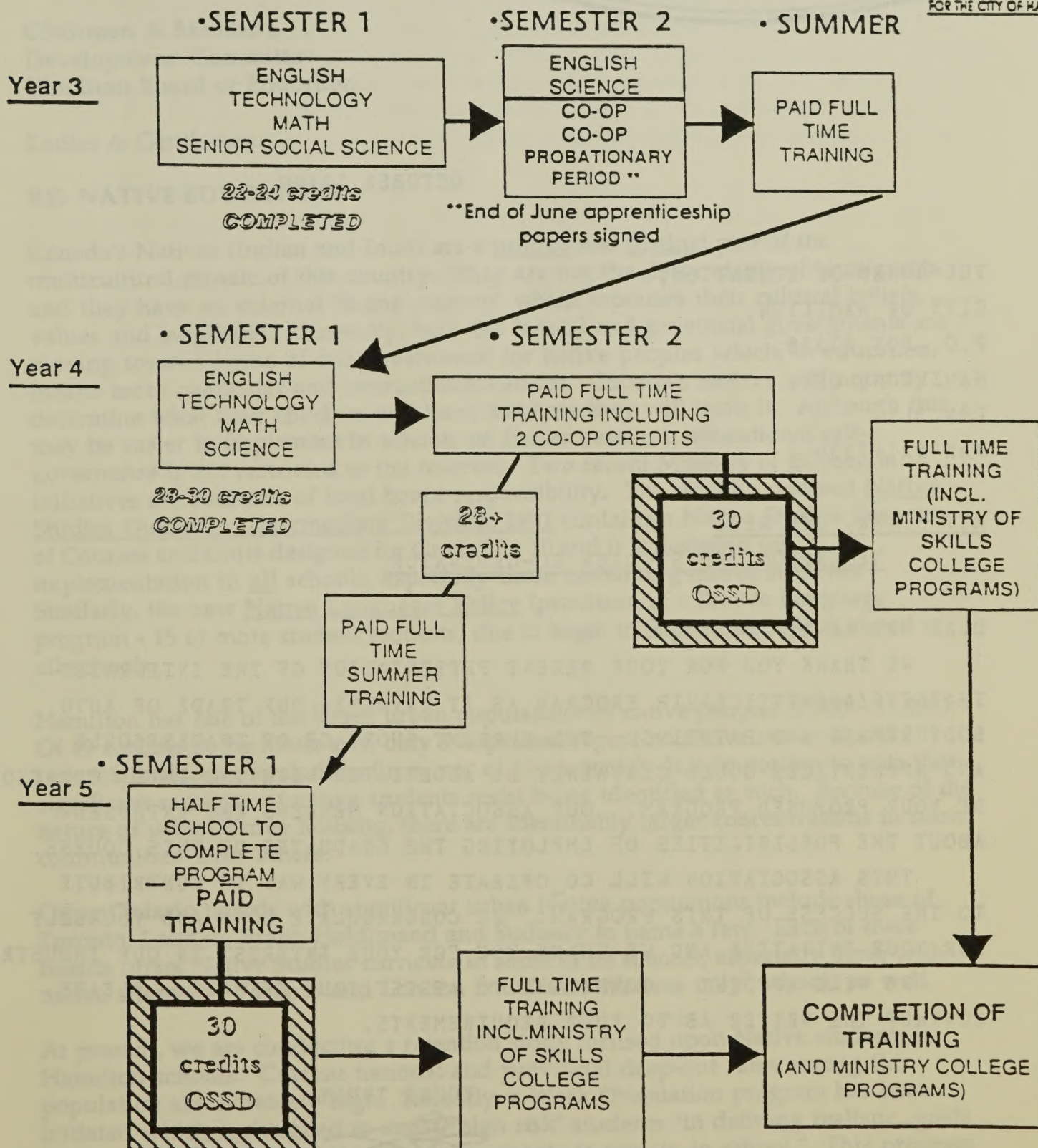
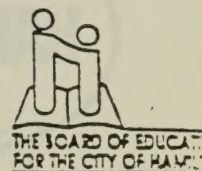
This innovative pilot approach to the integration of school and industry will involve The Hamilton Board of Education, H.W.S.T.A.C., Mohawk College, The Ministry of Education, The Ministry of Skills Development, Hamilton-Wentworth Industry and the District Chamber of Commerce, who have indicated that the apprenticeship opportunities for students will be made available.

Our curriculum is in place, the teachers who monitor the program will be both subject and co-operative education qualified, and we look forward to working closely with your Ministry and others to assure the smooth implementation of this pilot program for September 1991.

Your early approval of this proposal will be greatly appreciated.

INTEGRATED TRAINING/APPRENTICESHIP PROGRAM (S.W.A.P)

YEARS 1 & 2 COMPLETE
14 - 16 CREDITS EARNED



HARA

Hamilton District
Autobody Repair
Association

P.O. BOX 9 — HANNON
ONTARIO L0R 1P0

Telephone (416) 574-2775
Fax (416) 388-7334

OCTOBER 12/90

THE BOARD OF EDUCATION,
CITY OF HAMILTON,
P.O. BOX #2558,
HAMILTON, ONT.
L8N 3L1
FAX 521-2536

ATT'N. MR. JIM KERR

TECHNOLOGICAL STUDIES CO-ORDINATOR

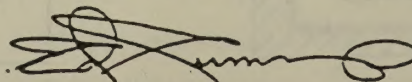
DEAR MR. KERR;

WE THANK YOU FOR YOUR RECENT PRESENTATION OF THE INTEGRATED TRAINING/APPRENTICESHIP PROGRAM AS IT INVOLVES OUR TRADE OF AUTO BODY REPAIR AND PAINTING. THE CURRENT SHORTAGE OF TRADESPEOPLE AND APPRENTICES COULD CERTAINLY BE ALLEVIATED WITH THE IMPLEMENTATION OF YOUR PROPOSED PROGRAM. OUR ASSOCIATION MEMBERS ARE ENTHUSED ABOUT THE POSSIBILITIES OF EMPLOYING THE GRADUATES OF THIS COURSE.

THIS ASSOCIATION WILL CO_OPERATE IN EVERY WAY TO CONTRIBUTE TO THE SUCCESS OF THIS PROGRAM. WE CONGRATULATE GORD AND YOURSELF FOR YOUR INITATIVE AND WE THANK YOU FOR YOUR INTEREST IN OUR INDUSTRY.

WE WILL APPOINT A COMMITTEE TO ASSIST YOUR EFFORTS. PLEASE CONTACT THE WRITER AS TO YOUR REQUIREMENTS.

YOURS TRULY,



ED. CUMMINGS

PRESIDENT

1992 02 06

Chairman & Members
Development Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: NATIVE EDUCATION

Canada's Natives (Indian and Inuit) are a unique and distinct part of the multicultural mosaic of this country. They are not the descendants of immigrants and they have no external "home country" which espouses their cultural beliefs, values and languages. Currently, both the federal and provincial governments are moving toward forms of self-government for native peoples which, in education, means more curricular and instructional control. Canada's natives will not only determine what their children will learn but how they will learn it. Although this may be easier to implement in schools on Indian reserves, educational self-governance is not restricted to the reserves. Two recent Ministry of Education initiatives are evidence of local board responsibility. The recently released Native Studies Guideline, Intermediate Division, 1991 contains a Native Studies Program of Courses and Units designed for Grades 7 - 10 and it is designed for implementation in all schools, especially those containing native students. Similarly, the new Native Languages Policy (provision of a Native Language program - 15 or more student requests) due to begin in September 1992 is aimed at all schools.

Hamilton has one of the larger urban populations of native peoples (7,000 - 11,000). Of 49 schools in the lower city, only 5 at present report no native students and 10 report significant populations (in excess of 15 students). It is important to note that significant numbers of native students resist being identified as such. Because of the nature of urban native housing, there are identifiably larger concentrations in some communities than others.

Other Ontario boards with significant urban Native populations include those of Toronto, London, Brant, Haldimand and Sudbury to name a few. Each of these boards offers Native Studies curricula in some of its schools, especially those with native students. Toronto and London both have "Natives only" schools as well.

At present, we are conducting a retention study focused upon Native students in Hamilton schools. Current national and provincial drop-out rates among this population are extremely high. Recently, a Work Orientation program has been initiated which is designed to assist "high risk" students "in defining realistic...goals while...providing support and encouragement...to remain in school." This program is offered at no cost to the board and is described in Appendix A.

CURRICULUM

In the 1950's and '60's, the curriculum policy for native students in both reserve and non-reserve schools was the standard provincial curriculum for all schools. This was based on the "assimilation philosophy" espoused by the federal government and attempted to integrate natives into the non-native society. In the '70's and '80's, there has been a gradual movement away from the integrationist nature of the curriculum. Native classroom assistants have been hired, native language curricula developed, native history courses implemented, resource units and kits produced, audio-visual resources expanded, arts and crafts curricula produced, etc..

Further discussion with representatives of the Native community in Hamilton at the Hamilton Regional Indian Centre has led to a revised proposal regarding Native Education. Generally, it is felt that a modified proposal involving the development, piloting and implementation of a Native Studies curriculum could be conducted from May 1, 1992 to June 30, 1993 aimed at grades 4 through 8 with minimal cost to the board. The following components of this proposal are suggested:

(a) Curriculum Content

Through in-service workshops, strategies for incorporating a native perspective will be provided for teachers of grades 4 through 8, however, the following two units are proposed as a primary focus for the 1992-1993 school year:

- (i) Junior Division - 1 Curriculum Unit
"ENVIRONMENTAL STUDIES FROM A NATIVE PERSPECTIVE"
- Grade 5 (proposed)
- (ii) Middle School - 1 History Unit
"THE FIRST PEOPLES" - Grade 7 (proposed)
- Community Studies, Original native communities, arrival of the Europeans

(b) Curriculum Materials

Existing curricula from other boards, cultural centres and reserve schools will be utilized extensively for basic materials. The H.R.I.C. will assist in the acquisition of curriculum materials and, for materials requiring purchase, some may be requisitioned through regular school procedures, utilizing the schools' normal operating budget--no extra supply and equipment monies will be provided for this project.

(c) Curriculum Resource Personnel

The use of personnel with native studies expertise could enhance the development of these units. The H.R.I.C. will assist in the search for appropriate resource personnel to assist teachers in development, revision and implementation. No costs of remuneration for resource personnel will be borne by the Board of Education.

(d) Accommodation

For the development and testing of curriculum materials, the H.R.I.C. will provide office space. For the in-service of teaching staff, the Board of Education will provide meeting room space. All in-service work will occur during non-instructional time (e.g. after school, P.A. days, etc.)

(e) Pilot Schools

Specific classrooms and teachers will be identified to pilot the curriculum materials during the 1992-93 school year.

Therefore, the following recommendation is proposed:

**THAT AN ELEMENTARY NATIVE STUDIES CURRICULUM PROJECT
CO-OPERATIVELY DEVELOPED BY THE HAMILTON REGIONAL INDIAN
CENTRE (H.R.I.C.) AND THE HAMILTON BOARD OF EDUCATION BE
APPROVED.**

Prepared by: C. Staats, Executive Director
Hamilton Regional Indian Centre
R. Binns, Superintendent of Schools, Area 3

Submitted by: R. Binns, Superintendent of School, Area 3

Approved by: K. A. Rielly, Director of Education and Secretary

/ad

1. Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the project. It will cover the progress made since the last meeting, the challenges faced, and the proposed solutions. The report is intended for the project steering committee and all stakeholders involved in the project.

The report is organized as follows: Section 2 provides a summary of the project goals and objectives. Section 3 details the progress made in each of the project phases. Section 4 discusses the challenges encountered and the actions taken to address them. Section 5 provides a forecast for the next period.

Section 6 contains the conclusions and recommendations. The report concludes that the project is on track and that the team has successfully addressed the challenges faced. It recommends that the project continue as planned.

The project manager, Mr. John Doe, has reviewed the report and agrees with the findings and recommendations. He has authorized the project team to implement the proposed actions.

The project steering committee has also reviewed the report and has agreed to the findings and recommendations. They have authorized the project manager to proceed with the implementation of the proposed actions.

The project manager will provide a progress report to the steering committee at the next meeting. The project team will also provide a status report to the steering committee at the next meeting.

The project manager will ensure that the project remains on track and that the team is able to deliver the project on time and within budget. The project team will also ensure that the project is communicated effectively to all stakeholders.

The project manager will ensure that the project is managed in accordance with the project management plan. The project team will also ensure that the project is managed in accordance with the project management plan.

The project manager will ensure that the project is managed in accordance with the project management plan. The project team will also ensure that the project is managed in accordance with the project management plan.



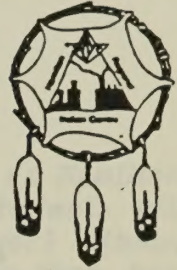
Hamilton Regional Indian Centre

712 Main Street E.

Hamilton, Ontario

L8M 1K8

(416) 548-9593 Fax (416) 545-4077



January 21, 1992

Executive Director
Cathy Staats

To Whom It May Concern:

Enclosed for your reference is an information package which outlines the Work Orientation Workshop Year-Round Program to be administered by the Hamilton Regional Indian Centre. Our main focus for the program will be on Native students presently attending school at the Secondary level. We request that referrals be directed to the Centre through the educational system. As you will note, the program is scheduled to coincide with the beginning of the next semester (February 3, 1992), therefore, it is important that participants be referred as soon as possible.

I can be reached at (416) 548-9593 if you have any questions or if you have students who may qualify for the program.

Yours sincerely,

Marjorie Henhawk
W.O.W. Program Coordinator

MH:ss
Encl.

WORK ORIENTATION WORKSHOP**YEAR-ROUND PROGRAM**

The Work Orientation Workshop Program offers students the opportunity to prepare for the world of work through a series of workshop activities interlaced with actual work experience that is monitored and supported by a project Coordinator or trainer. Over the past years, W.O.W. has normally operated as a summer student program, however sponsorship through "Pathways to Success" has been approved for a year-round program.

PROGRAM OBJECTIVE:

To provide ongoing support programs and services to Native Youth within the educational system who have been identified as or may be considered high risk as potential "early school leavers". Working in conjunction with guidance counsellors, parents/guardians, teachers and students, participants will be recruited from approximately Grades Seven (7) to Twelve (12) after an appropriate assessment is conducted. Input from the educational sector is essential to ensure that students will ultimately benefit from this program design. Through a series of workshops, here at the Centre, and work placements we will assist participants in defining realistic educational and employment goals while at the same time providing support and encouragement for the participant to remain in school.

PROGRAM DURATION:

The year-round W.O.W. will run for a duration of nineteen (19) weeks; from February 3 to June 12, 1992. We can accommodate up to thirty-two (32) participants to be broken up into four groups of eight. As you will note from the attached schedule, each group will receive training five days a week over a period of sixteen (16) weeks. Training sessions or work experience will last about two and a half (2 1/2) to three (3) hours per day in order to accommodate students' class schedules (it is important that educational personnel be consulted in organizing schedules for each student). Between 12.5 - 15 hours per week will be allowed for each participant within the structured program, at which time they will receive minimum wage (work placement) or incentive pay (workshops).

ELIGIBILITY CRITERIA:

Screening will be important to ensure that students selected will benefit from the program. Careful consideration will be given to academic achievement, school attendance, attitudinal/behavioral problems, as well as problems with the law. Students must be presently enrolled in school, have a social insurance number (or have applied for one) and be available to participate in the program from February 3 until June 12, 1992. They must remain in good standing for the duration of the program.

WORKSHOP TRAINING SESSIONS:**1) WORKSHOP WEEK I: Orientation to the Working World**

Workshops to include orientation to the W.O.W. program as well as Hamilton Regional Indian Centre facilities, policies and procedures. Students will also be briefed on expectations of the workplace, such as work ethics, proper attire, working cooperatively, the importance of being on time, how to address your supervisor as well as the importance of working to your fullest potential.

2) WORKSHOP WEEK II: Cultural Enrichment and Personal Planning

Workshops to include a number of topics dealing with Native issues. Activities to include a trip, films, resource speakers and the teaching of traditional crafts. Life skills training in the areas of budgeting, time management, peer pressure and dealing with stress will also be provided.

3) WORKSHOP WEEK III: Educational and Career Planning

Workshops will provide students with a variety of educational options to help them establish and set realistic career goals for themselves. Speakers, a trip to an educational institution, films and group discussions will help them develop insight into the importance of staying in school and attaining a good education.

4) WORKSHOP WEEK IV: Job Search Training and Program Evaluation

Workshops to include sessions on how/where to look for a job, preparing for an interview and resume writing. Program evaluation has become very important to participants in that they realize that there are certain expectations that employers have. Students also get a chance to do a self-assessment of their own performance on the job.

1. THE EARLY PERIOD

The early period of the history of the United States is characterized by the discovery of the continent by Christopher Columbus in 1492. This event marked the beginning of European settlement in North America. The first permanent English colony was established at Jamestown in 1607. The Pilgrims arrived at Plymouth in 1620, and the Quakers founded Philadelphia in 1681. The French established a vast empire in North America, including Canada and the Mississippi Valley. The Spanish controlled the Southwest and Florida. The British colonies grew in number and size, leading to the American Revolution in 1776.

2. THE REVOLUTIONARY PERIOD

The Revolutionary Period (1776-1789) was a time of great change for the United States. The American Revolution began in 1776 when the colonies declared independence from Great Britain. The Continental Congress fled to Lancaster and then York, Pennsylvania, before reaching Lancaster. The British evacuated the city in 1777. The war ended with the signing of the Treaty of Paris in 1783, which recognized the independence of the United States. The new nation was founded on the principles of liberty and democracy.

3. THE NATIONAL PERIOD

The National Period (1789-1800) was a time of consolidation for the United States. The Constitution was ratified in 1789, and George Washington became the first President. The federal government moved to the new capital, Washington, D.C. in 1800. The Louisiana Purchase in 1803 doubled the size of the United States. The War of 1812 was fought between the United States and Great Britain, resulting in a stalemate. The period ended with the death of Thomas Jefferson in 1826.

4. THE WESTERN PERIOD

The Western Period (1800-1860) was a time of expansion for the United States. The Lewis and Clark expedition (1793-1806) explored the western part of the continent. The fur trade was a major industry. The Mexican War (1846-1848) resulted in the acquisition of California and New Mexico. The gold rush of 1849 led to the settlement of the West. The period ended with the outbreak of the Civil War in 1861.

The Civil War (1861-1865) was a time of great conflict for the United States. It was fought between the Union and the Confederacy over the issue of slavery. The war resulted in the abolition of slavery and the preservation of the Union. The Reconstruction period (1865-1877) followed the war, during which the federal government sought to rebuild the South and protect the rights of African Americans. The Gilded Age (1870-1900) was a time of rapid industrialization and economic growth. The Progressive Era (1900-1920) was a time of reform and social change. The Great Depression (1929-1939) was a time of economic hardship. The World War II period (1939-1945) was a time of global conflict. The Cold War (1945-1991) was a time of tension between the United States and the Soviet Union. The post-World War II period (1945-1991) was a time of economic growth and social change. The 21st century (1991-present) is a time of global challenges and opportunities.

CAH ON HBL W26
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A G E N D A

DEVELOPMENT COMMITTEE

1992 03 05

Confirmation of the minutes of the regular meeting of 1992 02 06.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Presentation and Workshop on Race Relations Policy
2. Program Department Strategic Planning
. Special Education Action Team Report

Pages 1 to 11
(including brochure)

CA40NHBLW26 ← coded separately
90 T56

Pages 12 to 34 ↓

NEW BUSINESS:

1. May Meeting Date

CA40NHBLW26 ← pp 13-34 coded separately
92 R27

Page 35

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Summary of Responses from Trustees to the Early Years Consultation Document

Pages 36 to 44



REPORT

REPORT ON THE

1950-51

Continuation of the report of the Registrar of the 1950-51

REPORT

REPORT ON THE

Proceedings of the Board of Directors

1. Program Department
2. Special Education Section

REPORT

1. May Session

REPORT

REPORT ON THE

1. Summary of Activities from October to the end of the year
2. Summary of Activities from October to the end of the year

1. May Session
2. May Session
3. May Session
4. May Session
5. May Session
6. May Session
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Education Centre
100 Main Street West
Hamilton, Ontario

1992 03 05

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

This report is being presented this evening for information and discussion, and will be recommended for approval at the April meeting of the Development Committee. The work of the Race Relations and Ethnocultural Equity Steering Committee, Design Team and Action Teams has been completed. Implementation procedures, practices and strategies have been established. A time to prepare for and begin full-system implementation has been set. Role responsibilities have been delineated. Budget concerns and resources have been addressed.

It is expected that with Board approval full-system implementation will begin on September 8, 1992 and will be ongoing. While formal preparation for implementation will begin as soon as the Board gives approval, some departments, areas and schools have begun to develop plans and have initiated activities related to community relations, program, harassment, staff development and employment practices.

Senior managers, principals, supervisors and managers will be asked to work within existing budgets and resources to implement the Race Relations and Ethnocultural Equity Policy. Where possible, support will be provided by the system's Race Relations and Ethnocultural Equity budget and Consultant.

Any additional budget/resources required to support implementation will be acquired through grants from outside sources and/or networking with individuals, groups and agencies within our community.

Enclosed please find the following:

- Towards Race Relations and Ethnocultural Equity Update - March, 1990 (our approved Policy in principle)
- Committee and Team Members
- Race Relations and Ethnocultural Equity Implementation: The Image
- Race Relations and Ethnocultural Equity Implementation: Accountability
- Race Relations and Ethnocultural Equity Implementation Procedures:
 - Leadership
 - Community Relations
 - Program
 - Responding to Racial, Ethnocultural, Religious Harassment
 - Staff Development
 - Employment Practices

In the papers listed above, procedures are tied to policy statements and role responsibilities. Practices and strategies for each procedure are available upon request.

RECOMMENDATION:

That this report be received for information

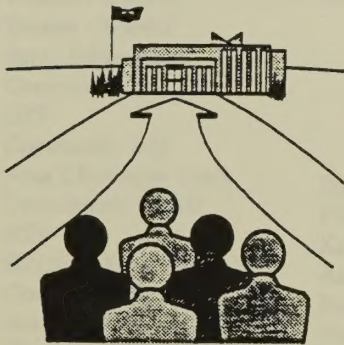
Prepared by: Steve Barrs, Race Relations and Ethnocultural Equity Program Consultant
Submitted by: Bruce Sinclair, Superintendent, Human Resources
Approved by: Keith A. Rielly, Director of Education and Secretary

***Race Relations and Ethnocultural Equity
Implementation***

**Towards Race Relations
and Ethnocultural Equity**

Update:

March, 1990



**THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON**

(Available
upon
request)

Committee and Team Members

Implementation: The Image

Implementation: Accountability

**Implementation
Procedures:**

- Leadership p. 1
- Community Relations p. 2
- Program p. 3
- Harassment p. 4
- Staff Development p. 5
- Employment Practices p. 5

Implementation Practices and Strategies

Race Relations and Ethnocultural Equity Committee and Team Members

Steering Committee

Alieth Allen	Community Rep.
Bert Allen	Trustee - Ward 3
Steve Barrs	RR&EE Consultant
Kathy Chiu	Community Rep.
Frank Cooke	Area 2 Supervisor
Walter Cooke	Community Rep.
Lee Currie	Sir A. MacNab S.S.
Mike Duxtater	Community Rep.
Sharon Flood	Sir W. Churchill S.S.
Rachel Gauvin	Sec'y of State Consultant
Gary Gibson	Media In Education
Ralph Grant	AEFO, G.P. Vanier S.S.
Sandy Hill	Trustee - Ward 4
Dr. John Johnston	Trustee - Ward 2
Rick Kawai	Supt., Information
Tarif Korabi	Community Rep.
Lynn LaPierre	HTF
Phil Leon	Community Rep.
Ann Marie Marion	Area 2 Resource Team
Bob McPherson	Tweedsmuir School
Jack Niewland	HTF
Neville Nunes	ESL/ESD Consultant
Paul Quach	Community Rep.
Murray Quinn	Area 1 Superintendent
Keith Rielly	Director of Education
Canon Joe Rogers	Trustee - Ward 5 (C)
Sylvia Scarrow	Human Resources
Bruce Sinclair	Supt., Human Resources
Linda Sproule-Jones	Community Rep.
Cathy Staats	Community Rep.
Jeffers Toby	Community Rep.
Anneli Tolvanen	Community Rep.
Gary Warner	Community Rep.
Salem Yacoub	Min. of Citizenship

Design Team

Alieth Allen	Community Rep.
Steve Barrs	RR&EE Consultant
Frank Cooke	Area 2 Supervisor
Rachel Gauvin	Sec'y of State Consultant
Gary Gibson	Media In Education
Sandy Hill	Trustee - Ward 4
Tarif Korabi	Community Rep.
Rick Kawai	Supt., Information
Phil Leon	Community Rep.
Ann Marie Marion	Area 2 Resource Team
Neville Nunes	ESL/ESD Consultant
Murray Quinn	Area 1 Superintendent
Keith Rielly	Director of Education
Canon Joe Rogers	Trustee - Ward 5
Sylvia Scarrow	Human Resources
Bruce Sinclair	Supt., Human Resources (C)
Linda Sproule-Jones	Community Rep.

Leadership Action Team

Bert Allen	Trustee - Ward 3
Steve Barrs	RR&EE Consultant
Lee Currie	Sir A. MacNab S.S.
Sharon Flood	Sir W. Churchill S.S.
Rachel Gauvin	Sec'y of State Consultant
Sandy Hill	Trustee - Ward 4
Lynn LaPierre	HTF
Bob McPherson	Tweedsmuir School
Paul Murphy	Westdale S.S.
Jack Niewland	HTF
Keith Rielly	Director of Education (C)
Eva Riis-Culver	Home & School
Bruce Sinclair	Supt., Human Resources

Community Relations Action Team

Steve Barrs	RR&EE Consultant
Paul Chittilappi	Community Rep.
Kathy Chiu	Community Rep.
Andrew Cranbury	C.B. Stirling School
Rein Ende	HTF
Sharon Flood	Sir W. Churchill S.S.
Rick Kawai	Supt., Information (C)
Claire Mandell	Community Rep.
Joan Morse	Sherwood S.S.
Lucia Rosas	Community Rep.
Halina Sims	Hess Street School
Cathy Staats	Community Rep.

Program Action Team

Bob Adams	Program Department
Alieth Allen	Community Rep.
Steve Barrs	RR&EE Consultant
Frank Cooke	Area 2 Supervisor
Gary Gibson	Media In Education (C)
Wanda Lane	Queen Mary School
Ann Marie Marion	Area 2 Resource Tm. (C)
Neville Nunes	ESL/ESD Consultant
Bob Russ	Area 2 Consultant
Darrel Skidmore	Supt. of Program
Jeffers Toby	Community Rep.

Responding to Racial, Ethnocultural, Religious Harassment Action Team

Steve Barrs	RR&EE Consultant
Doug Baker	Area 1 Consultant
Carl Burnell	Westwood School
Larry Evans	Lawfield Middle School
Philip Landry	CUPE Rep.
Paul Murphy	Westdale S.S.
Trish Nanayakkara	WTA
Neville Nunes	ESL/ESD Consultant (C)
Phil Leon	Community Rep.
Dr. Fred Ofosu	Community Rep.
Murray Quinn	Area 1 Superintendent (C)
Bryan Schofield	Adjustment Coordinator
Jacque Spicer	Hampton Heights School
Linda Sproule-Jones	Community Rep.
Marilyn Stewart	Burkholder Middle School
Bernadette Twal	Community Rep.

Staff Development Action Team

Steve Barrs	RR&EE Consultant (C)
Karen Baxmeier	Properties Clerk
Judi Binns	Sir J.A. MacDonald S.S.
Mary Caye Clarke	Trustee - Ward 8
Walter Cooke	Community Rep.
Malcolm Curtis	G.L. Armstrong School
Tom Feeney	Ainslie Wood S.S.
Brad Kuhn	Memorial School
Steve Mallick	Glen Brae Middle School
Chris McCulloch	Delta S.S.
Kay Surat	Scott Park S.S.
Marlene Thomas	Community Rep.
Anneli Tolvanen	Community Rep.

Employment Practices Action Team

Steve Barrs	RR&EE Consultant
Louis Behrue	CUPE Rep.
Joan Browning	Tweedsmuir School
Frank Cooke	Area 2 Supervisor
Ingrid Maraj	Social Worker
James Ruddle	Barton S.S.
Neelam Sanduja	Budget Department
Sylvia Scarrow	Human Resources (C)
Bruce Sinclair	Supt., Human Resources
Linda Sproule-Jones	Community Rep.
Gary Warner	Community Rep.

Race Relations And Ethnocultural Equity Implementation: The Image

Implementation of the Race Relations and Ethnocultural Equity Policy of the Board of Education for the City of Hamilton will provide an educational environment in which:

- the Race Relations and Ethnocultural Equity Policy is implemented through shared leadership
- staff are expected to actively counter racism and are recognized and supported for doing so
- open communication exists for students, employees, parents, trustees and members of the community from racial, ethnic, cultural, religious and socio-economic groups to have meaningful participation in the implementation process
- administrative staff and all other employees in positions of responsibility are accountable for the implementation of the policy
- the review, development and implementation of curricula adheres to the Race Relations and Ethnocultural Equity Policy
- the Board's School Discipline Policy is consistent with the Board's Race Relations and Ethnocultural Equity Policy and both policies are reflected in School Discipline Codes covering all forms of harassment
- any form of harassment is responded to immediately with appropriate intervention techniques
- translation and interpretive services are available to allow first-language communication when necessary and feasible
- a selection policy is used to assess all classroom resources for bias
- a common form of terminology, relevant to race relations and ethnocultural equity, is employed
- a warm and inviting atmosphere is provided for all students
- school staffs are aware of and assess the impact of the hidden curriculum on the development of student attitudes toward racial and ethnocultural equity
- the school culture demonstrates respect for racial, ethnic and religious diversity
- ESL/ESD programs continue to be developed to meet the needs of our student population
- ongoing mandatory in-service training for all staff provides heightened awareness and increased sensitivity and competence in working with people of diverse racial, ethnic and religious backgrounds
- ongoing mandatory anti-racist training is provided for all staff as it relates to their role responsibility
- mandatory anti-racist training programs are provided for employees seeking positions of responsibility and employees in positions of responsibility
- employment practices promote the development of a workforce, academic and non-academic, reflective of community composition
- recruitment practices reach into the community actively pursuing members of minorities, and providing them with opportunities to become familiar with Board practices
- direction and counselling are provided to minority-group employees to enhance career goals
- selection and promotion of staff are based on clearly delineated criteria
- promotion and selection policies are monitored and reviewed to ensure compliance to the Ontario Human Rights Code and the Board's Race Relations and Ethnocultural Equity Policy

***Race Relations And Ethnocultural Equity
Implementation: Accountability***

The full-system implementation of the Race Relations and Ethnocultural Equity Policy begins on September 8, 1992. Implementation is an ongoing process which involves budgets and buildings but has more to do with respect and relationships.

Successful implementation requires trustees, senior managers, principals and supervisors to develop an open, collaborative and cooperative team approach. Staff need to be valued, encouraged, supported and empowered to actively participate with each other and with students, parents and community members in order to effectively implement policy procedures, practices and strategies.

In developing department, area, and school plans, the implementation of the Race Relations and Ethnocultural Equity Policy will be viewed as a priority. Review and continued commitment will be central to the ongoing implementation process.

Accountability for implementing the Race Relations and Ethnocultural Equity Policy and its procedures, practices and strategies is a line responsibility.

All employees are responsible to their immediate supervisor and are held accountable for the implementation of the Race Relations and Ethnocultural Equity Policy. School Superintendents and System Superintendents are responsible to the Associate Director and the Director, and in turn they are responsible to the Board for successful Race Relations and Ethnocultural Equity Policy implementation.

The Board is responsible for providing the resources (human, material, financial) required to ensure successful policy implementation.

Complaint resolution mechanisms have been established to hear and resolve complaints or appeals of discriminatory treatment or decision as it relates to employment practices and harassment. These processes emphasize conciliation in resolution and protection of individual(s) seeking assistance. Existing complaint resolution processes will be reviewed and, where necessary, extended to comply with the Race Relations and Ethnocultural Equity Policy. Complaint resolution processes will be available to staff, students, parents and community members.

Race Relations and Ethnocultural Equity Implementation Procedures

Policy Statement	Implementation Procedures	Role Responsibility										
		Dir.	Assoc. Dir.	Supt. H.R.	Supt. Prog.	Supt. IMS	Supt. Fin.	Supt. Plant	Supt. Schools	Prin.	Supvs. & Mgs.	
All staff in positions of leadership within the system will foster actively an environment of respect for the racial, ethnic, cultural and religious plurality of both our national and local society	Ensure that respect for the racial, ethnic, cultural and religious plurality of our society is promoted within our schools and work areas and that discrimination of any kind is not tolerated	X	X	X	X	X	X	X	X	X	X	
The Board's leadership will be representative of the racial, ethnic, cultural and religious groups living within the Board's jurisdiction. Where such representation is lacking, the Board will take steps to achieve it	Ensure that Board/staff composition reflects the racial, ethnic, cultural and religious makeup of the community			X								
	Ensure that personnel practices (hiring, promotion, training, job classification, salaries ...) allow for the composition of the workforce to reflect the composition and the needs of the community			X								
The Board of Education for the City of Hamilton is dedicated to education that promotes positive race relations and ethnocultural equity	Ensure that new policies developed are always formulated in accordance with the principles of the Race Relations and Ethnocultural Equity Policy	X	X	X								
The Board of Education for the City of Hamilton is committed to pursuing an active role in the elimination of all racial, ethnic, cultural and religious discrimination in any form by trustees, employees or students, as well as eliminating those policies and practices which, while not intentionally discriminatory, have a discriminatory effect	Ensure that all staff are encouraged to actively counter racism and that recognition and support be provided through resources in the form of training, materials and positive feedback	X	X	X	X	X	X	X	X	X	X	
	Ensure that effective mechanisms are in place for administrative staff to be accountable for the implementation of the Race Relations and Ethnocultural Equity Policy	X										
The Board of Education for the City of Hamilton is committed to policies, programs and school environments which encourage all students, employees, parents, trustees and members of our community to fully contribute to and benefit from our rich racial, ethnic, cultural and religious society	Ensure that supervisors, managers, principals, department heads and all other employees in positions of responsibility are held accountable for implementing the Race Relations and Ethnocultural Equity Policy	X	X	X	X	X	X	X	X			
	Ensure that effective mechanisms are in place for students, employees, parents, trustees and members of the community from racial, ethnic, cultural, religious and socio-economic groups to have meaningful participation	X	X	X	X	X	X	X	X	X		
The ways in which schools define and present themselves, share in the life of the community and incorporate diversity profoundly affects the social attitudes, interaction and learning	Ensure that the RR&EE policy is implemented through shared leadership, and is continuously evaluated within the school	X	X							X	X	

L E A D E R S H I P

Leadership - continued

Policy Statement	Implementation Procedures	Role Responsibility										
		Dir.	Assoc. Dir.	Supt. H.R.	Supt. Prog.	Supt. IMS	Supt. Fin.	Supt. Plant	Supt. Schools	Prin.	Supvs. & Mgrs.	
Same as above	Ensure that the leadership role in the system is shared leadership and that principals and teachers recognize and accept responsibility for the key roles that they play	X	X							X		
The Board of Education for the City of Hamilton recognizes its responsibilities as an employer and a major centre of socialization within the Hamilton community	Ensure that social issues such as employment, law, housing and other matters as they relate to schools and racism are addressed	X	X	X	X	X				X		
The Board of Education for the City of Hamilton is committed to the belief that doctrines and practices which discriminate on the basis of race, ethnicity, culture and religion are morally reprehensible, socially destructive and contrary to the policies of the Board	Ensure that effective mechanisms are in place to review school programs, course outlines, learning materials for bias	X	X		X					X	X	
The Board of Education for the City of Hamilton is committed to providing appropriate human, material and financial resources for the implementation of our Race Relations and Ethnocultural Equity Policy	Ensure that a consultant continue to be in place to coordinate and facilitate the implementation of the policy Ensure that an appropriate budget continues to be in place for policy implementation	X		X								
Effective school-community relations involve the participation of diverse community groups within the life of the school	Ensure that open channels of communication are created to involve all Board and school personnel and community members in addressing the racial, ethnic, cultural and religious needs of the school/community Ensure that school staffs encourage individuals and groups to become involved in the life of the school	X	X		X	X				X		
The school system recognizes the need to deal sensitively with the racial, ethnic, cultural and religious needs of its community	Ensure that staff are aware of and respect the racial, ethnic, cultural and religious diversity within the community	X	X	X	X	X	X	X	X	X	X	
Individual differences will be treated with dignity and respect by all staff	Ensure that staff recognize and respond sensitively to expressed or observed needs of students, staff, parents and members of their school communities Ensure, where feasible, that an interpretive service allowing first-language communication to take place where there is little or no fluency in English is available to all schools Ensure that as far as possible, information will be provided to parents, students and others in the language with which they are most comfortable	X	X	X	X	X	X	X	X	X	X	

Policy Statement	Implementation Procedures	Role Responsibility										
		Dir.	Assoc. Dir.	Supt. H.R.	Supt. Prog.	Supt. IMS	Supt. Fin.	Supt. Plant	Supt. Schs	Prin.	Supvs. & Mgs.	
Guidelines, curriculum modules and resource documents will provide multi-racial, multi-ethnic, multicultural and multi-religious education	Ensure curriculum documents continue to be reviewed and developed in adherence with the Board's policy on Race Relations and Ethnocultural Equity				X					X		
	Ensure the development and implementation of anti-racist curricula				X					X	X	
School programs (will) promote Canadian identity emphasizing tolerance and respect for all	Ensure that school programs promote an understanding of Canada as a diverse and ever-changing society	X	X		X					X	X	
	Ensure the continued development of the selection policy and process to review new and existing school materials and Board resources for racial, ethnic, cultural and religious bias				X					X		
	Ensure that community resources, human and material, are integrated into classroom program				X					X	X	
The Board of Education for the City of Hamilton is dedicated to education that promotes positive race relations and ethnocultural equity	Ensure that program policies and curricula use consistent terminology in accordance with the principles of the Race Relations and Ethnocultural Equity Policy	X	X		X	X				X	X	
	Ensure staff awareness of the elements of the hidden curriculum relevant to race relations and ethnocultural equity	X	X	X	X					X		
	Ensure that all trustees and all Board personnel have opportunities to develop the attitudes, knowledge and skills to practice anti-racist, multicultural education and understand the wholeness of the experiences of racial, ethnic and religious groups	X	X	X	X				X			
Develop and maintain programs for students and adults in ESL/ESD	Ensure opportunities are provided for students to participate in the experiences of various racial, ethnic and religious groups		X		X					X	X	
	Ensure the continued provision of ESL/ESD programs as needed				X	X				X		
	Ensure that ESL/ESD adult programs continue to be developed and maintained to meet the needs of incoming new students	X	X		X					X	X	

Program - continued

Policy Statement	Implementation Procedures	Role Responsibility										
		Dir.	Assoc. Dir.	Supt. H.R.	Supt. Prog.	Supt. IMS	Supt. Fin.	Supt. Plant	Supt. Schools	Prin.	Supvs. & Mgrs.	
Same as above	Ensure that Continuing Education programs assist new Canadians in understanding Canadian society				X				X	X		
Continue to make available to the community Heritage Language programs and Multi-Language programs	Ensure physical space continues to be made available to the community for Heritage and Multi-Language programs	X	X		X			X	X			
All school staffs share the responsibility for creating a warm and welcome atmosphere for all new students	Ensure that all schools provide an inviting reception and orientation for students and parents		X		X	X			X	X		
All students, where possible, will be placed age appropriately in their neighbourhood school	Ensure all students continue to be placed age appropriately				X				X	X		
Assessment will be objective and take into account ethnic, racial, linguistic, cultural and religious and other individual differences	Ensure that the assessment procedures used with students continue to take into account their racial and ethnic diversity				X	X			X	X		
Formalized assessment will be conducted only after a satisfactory adjustment period	Ensure that formal and informal assessments continue to have a multi-disciplinary focus				X							
Placement will be continuously monitored, evaluated and reviewed	Ensure no formalized educational or psycho-educational assessment will be conducted until the racial or ethnic minority student has experienced a satisfactory adjustment period				X				X	X		
	Ensure placements of racial/ethnic minority students are continuously monitored, evaluated and reviewed				X				X	X		
Racial, ethnic or religious harassment in any form by our trustees, employees, volunteers or students will not be tolerated	Ensure that all personnel respond and intervene immediately to any form of harassment	X	X	X	X	X	X	X	X	X	X	
	Ensure that consistent with Ministry and Board policies each school amends its Discipline Code procedures to include Immediate Intervention Techniques for all forms of harassment		X						X	X		
	Ensure that each school communicates to its students, staff, community information about responding to harassment via the School Discipline Code		X						X	X		
	Ensure that the Board's School Discipline Policy is consistent with the Board's Race Relations and Ethnocultural Equity and Harassment Policy	X	X	X					X			

H A R A S S M E N T

Policy Statement	Implementation Procedures	Role Responsibility										
		Dir.	Assoc. Dir.	Supt. H.R.	Supt. Prog.	Supt. IMS	Supt. Fin.	Supt. Plant	Supt. Schools	Prin.	Supvs. & Mgrs.	
In-service training opportunities for all staff will be provided to enhance their sensitivity and competence in working effectively with people of diverse racial, ethnic, cultural and religious backgrounds	Ensure that Race Relations and Ethnocultural Equity staff development be a mandatory and an ongoing priority for all employees throughout policy implementation	X	X	X	X	X	X	X	X	X	X	
	Ensure that employees seeking positions of responsibility have successfully completed the mandatory Race Relations and Ethnocultural Equity training program	X	X	X	X	X	X	X	X	X	X	
	Ensure that employees in positions of responsibility have successfully completed a mandatory Race Relations and Ethnocultural Equity training program	X	X	X	X	X	X	X	X	X	X	
	Ensure that yearly action plans for Race Relations and Ethnocultural Equity in-service training are developed and implemented in order to address the changing challenges of a diverse student, staff, parent and community population	X	X	X	X	X	X	X	X	X	X	
All members of our multi-racial, multi-ethnic, multicultural and multi-religious community will have equal opportunity for employment. It is the aim of the Board of Education for the City of Hamilton to ensure that race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offence, marital status, family status and disability not serve as barriers in the workplace, as required by the Ontario Human Rights Code	Ensure that the job advertising process reaches members of minority communities			X								
	Ensure that job advertisements conform to the Ontario Human Rights Code and contain all essential criteria, qualifications and experience requirements relevant to the position offered			X								
	Ensure that an active recruiting campaign is undertaken so that qualified members of minorities are encouraged to apply to the Hamilton Board for employment in all areas			X	X				X			
	Ensure that the essential qualifications and desirable attributes are delineated for each job and selection made based on these criteria			X								
	Ensure that selection guidelines for new employees include a requirement that successful applicants display a positive, genuine and accepting attitude toward all individuals regardless of race, creed, colour, ancestry and place of origin ... and that interviewers refuse to hire or promote any person who may promote discrimination based on any of the prohibited grounds in the Ontario Human Rights Code			X								

[illegible]

Education Centre
100 Main Street West
Hamilton, Ontario

1992 03 05

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Report of the Special Education Action Teams

In the spring of 1991, six Special Education Action Teams were formed to examine issues related to program for Exceptional students:

- | | |
|-----------------------------|---------------------------|
| -Behaviour | -Gifted |
| -D.A.R.T./I.P.R.C. | -Program Delivery |
| -Developmentally Challenged | -Student Support Services |

Each Action Team has submitted to the Special Education Core Team a working paper detailing recommendations, rationales, implications and timelines resulting from their specific mandate. It has been the task of the Core Team to blend the six working papers into a final Report of the Special Education Action Teams. This report includes policy recommendations.

Recommendation:

That this report be accepted for information, and that recommendations be approved on April 2, 1992.

Prepared by:	Special Education Core Team Special Education Action Team Chairs
Submitted by:	E. G. Bond Superintendent of Program
Approved by:	K. A. Rielly Director of Education and Secretary

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES,
FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

MAY, 1992

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

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	4 E D U C A T	5 I O N W E E K Official Opening Helen Detwiler School		6	7	8	9
10	11	12 French Language Section 19:00	13	14	15	16	
17	18	19 Operations Management 18:15	20	21	22	23	
24/31	25	26 Chairs 17:30	27	28 Special Education Advisory Committee 19:00	29 Board 20:00	30	

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
100 MAIN STREET WEST
HAMILTON, ONTARIO

March 5, 1992

To the Chairman and Members
Development Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen

The Ministry of Education, through Deputy Minister R. L. Mitton, has developed a consultation process regarding a position paper titled "THE EARLY YEARS". Responses were invited from persons interested in education in Ontario. Trustees of the Hamilton Board of Education were requested to make their views on this issue known to the Office of the Director so that a statement of opinion could be forwarded to the Ministry on behalf of this Board.

As of February 27, 1992, two trustees had forwarded responses to the Director's office.

One trustee indicated that the Ontario education system should strengthen the bond between the child and the family rather than substituting governmental & community care groups.

A second trustee prepared an eight page statement which has been attached as part of this report.

It is recommended that this report be received for information.

Prepared by: O. Jackson, Supervisor of Research Services

Submitted by: O. Jackson, Supervisor of Research Services

Approved by: K. A. Rielly, Director of Education and
Secretary

RESPONSE TO THE EARLY YEARS CONSULTATION PAPER

February 1992

Preface

It is important to stress how essential quality early childhood education is to the intellectual development of children. Longitudinal studies of children have stressed this, including those from the Perry Scope Project of Ipsilanti Michigan and studies from the U.K.

The needs of families and children are changing. Many more women with children under the age of five years are now in the workforce, while Hamilton is faced by increasing numbers of children whose first language is not English.

Consequently it is difficult to answer no to most of these questions in this document. However it would be irresponsible to do so without recognising and ensuring that proper funding and planning mechanisms are in place.

Issue 1.

Agree that the Ontario education system should play a role in all the areas indicated.

General Comments:

The response to Issue one is based on the concepts in Children First which are accepted. The school should be the 'hub' of services to children. It should facilitate opportunities and co-ordinate delivery of services. Partnerships should be clearly defined in order to provide the best services to children. Resources, wherever possible, should be shared. Both a 'seamless day' and a 'seamless delivery model' are required. However, there is no locally co-ordinating and planning body in place which could bring together the major players in children's services -- the local boards of education, the ministries of health, community and social services, and regional municipalities. Such a body is needed before the present fragmented, unco-ordinated and wasteful system in terms of duplication of resources without rational planning, can be reformed. The proper delivery of services to children is being hindered. A decision on a planning model for the local delivery of services is needed.

a)Child Care

There needs to be a partnership between the Ministry of Community and Social Services, the Regional Municipality, other agencies and the Board to promote the smooth operation, for the child, of child care services on school properties. Presently in

Hamilton there is no way to determine the child care needs of the community as a whole, nor body in place to do this and make long term plans. At the very least a committee should be formed for the Region of Hamilton-Wentworth for school-based child care with the Ministry of Community and Social Service, the Regional Municipality and the three local school boards. Consideration should be given to how and who is to plan new child care services in our community.

Having a child care facility in a school provides other opportunities. Students who are parents are encouraged to complete their education; this is a feature of our school-based child care provided in three secondary schools. New meaning can be given to family studies if Parenting (Grade 11), and Primary Partners and Exploring Childhood (Grade 7 & 8) use child care centres to provide students with practical experiences of pre-school children.

b) Prevention

As an urban board with a defined area where children are recognised as being socially and economically deprived, Hamilton has to pay special attention to prevention. Many of these children in our schools, as Dr. Offord's work has showed, are at risk of failure. Hamilton has examined what the role of educators should be to these children over many years. It has recognised some schools as compensatory schools, and has a Task Force currently with a report waiting to be adopted by the Board. For these children to succeed in school the resources of the community are needed to combat the greater health problems these children face, the fewer recreational opportunities available to them, and the stresses that poverty places on their lives. These services are not the responsibility of the education system, but they need to be provided for in a co-ordinated fashion with the active, though not financial, support of the Board. The Board should co-operate with other ministries to develop pilot programs whose focus is prevention, always with proper funding mechanisms in place.

There is a need for an early identification/prevention model process for children, managed by the school with in-put from school support staff, community agencies, and ministries providing services in the locality, for the tracking of students and the delivery of services. With a problem solving approach, with shared information between parents and all workers concerned with children, managed within the school setting, all concerned with the welfare of children could work in a co-ordinated fashion together.

c) Family Counselling

The Board has a role here to facilitate access to services. The co-operation with Chedoke-McMaster in this area with counselling and parenting courses being held in our schools has been beneficial.

d) Parenting Courses

The Ontario education system should encourage schools to provide opportunities for parenting courses for adults and students. In

light of the high divorce rate, the number of single parent families, and the incidence of family violence, parent education is increasingly needed and in demand from the public.

e) Breakfast programs

The Board currently provides limited breakfast programs in particularly needy schools. Partnership with community resources needs to be increased, as the Board has no ~~further~~ funds to develop nourishment programs further. Hamilton has hungry children coming to school, and hungry children cannot learn.

f) Health Care

In Hamilton there have been good relations developed between community health, Home Care, and Chedoke-McMaster services. A fledgling tri-Board health Liaison Committee exists. However there are many areas where there could be improved partnerships, without additional costs involved.

Health conditions impinge on the ability of children to learn. For example, it has been shown that children from low socio-economic groups suffer more than others from respiratory diseases and accidents. Both of these may impact on education as children may miss crucial time in school, as well as have having other consequences which may affect learning. Inner ear infections from respiratory diseases cause temporary deafness, which may cause difficulties in children learning to read, and may be a significant factor in causing learning disabilities. Therefore the co-operation between health and education services needs to be more pro-active. Community health services may have insights into children which education needs to know of to better teach the children in the schools.

New immigrants to Canada need help to access the health services the children and families need. The schools are forced to play a role here, and this needs to be recognised.

If there was a local ministry of health office there would be a mechanism to develop stronger links between family medicine and hospital services and boards of education.

g) Recreation

Children, especially in a large urban area, need safe and stimulating recreational opportunities. However, the provision of services is fragmented; voluntary associations, city recreation departments, agencies and boards of education all provide some recreation services. There is need for co-ordinated planning, and services need to be held as soon as school is over to accommodate the needs of latch-key children. Licensed programs for after-school care need to be involved in any community-wide recreation planning.

Schools, built by the taxpayer, are a logical location for recreation services after school. It has been shown that recreation held on school premises can encourage warmer links between the community and the school, which can foster literacy among children and adults. These community schools provide a real service to the community, but other players in the community should be prepared to help with the costs involved.

h) Partnerships with Community and Social Agencies.

In Hamilton there are already some good examples of co-operation. The Board sits on A.A.T.D. More co-operation would be possible if there was already a local planning body for children's services in place.

Issue 2.

Support fully.

Comments:

Accept that children learn through play. Proper language development has been shown as the area most critical for future success in education. Policies describing play, language development, the role of adults and areas of growth should be consistent with learning in the child care centre, recognising that teachers and child care staff are dealing with the same children. Quality programs are those with a high level of inter-action with children (Doherty). All involved with young children (E.A., teachers, cooks, E.C.E. workers, etc) should be trained and aware of the importance of language development.

Issue 3

Yes

Comments:

- i) One set of regulations is needed to cover the age group 3 years 8 months to 12 years, especially with regard to outdoor play, in place of the sometimes contradictory or restrictive legislation in the Day Nurseries Act and the Education Act.
- ii) Large outdoor equipment wherever possible should be shared between school and school-based child care programs, to enrich the environment of the child. In Hamilton, on the playgrounds at schools where there are day care centres, equipment paid by the Board, and that paid by the Ministry of Community and Social Services is available to all the children in the early childhood education years.
- iii) More attention needs to be placed on the environment for outdoor play. Berms, trees, accessibility to water, accessibility from the classroom or centre, variety of textures, and the possibility of gardening should be considered. Opportunities for social, imaginative, cognitive, sensory, quiet, active, co-operative and parallel play should be provided. In short, the outdoor playground should be an exciting place, encouraging creative play, not a dreary piece of tarmac with one climber.

Issue 5

Yes.

Issue 6

Yes

Comments:

- i) Policy guidelines should be consistent for child care

facilities and school programs. and emphasize the need for enriched language programs for specific needs. These should include children whose first language is not English, and those from inner city areas who need language stimulation.

- ii) As the literature shows that language acquisition is enhanced if there is fluency in the first language. storybooks should be provided in the children's first language.

Issue 7

Yes a) and b) no c)

Comments:

There are disparities both between boards of education, and between boards of education and child care centres as to class size. and pupil-adult ratios.

Direction might be helpful for the assignment of aides for children with special needs. However, this is an area where rigid prescriptions may be detrimental as there are many questions to be considered: the experience and skill of the adults in handling special children; the number of other children in the group who place special demands on the adult such as socially deprived or ESL children; the social, physical, intellectual and emotional needs of the child; and the child's particular characteristics. For some children an aide may be a hindrance to growth in independence and social competence.

Issue 8

Yes. to 1) a) b) C) and 2) yes a) b) c) and no 3a) yes 3b)

Comments:

- i). All adults working with children should be trained to observe children intelligently. At present ECE staff often have a sounder understanding of the developmental levels of children's growth than some educators who have not taken courses in child development. Parental understanding of normal childhood development increases their potential to be caring parents.
- ii) Child-care staff should be involved with school staff in early identification procedures. As available evidence indicates that grade retention will not have long lasting successful outcomes for a child (Suzanne Ziegler), all students should move with their peers except in very special circumstances.
- iii) Written reports are not necessary. Normal children display a wide range of abilities in physical, intellectual, social and emotional development at this age. Anything which could lead to a sense of failure in the kindergarten child should be avoided. However on-going reporting in an informal manner should be provided to the parent. However, parent-teacher-worker conferences are valuable, as there needs to be dialogue between those caring for the child.

Issue 9

yes to a) and B)

General Comments:

While there is community involvement to varying degrees with children before the age of three years and eight months, the only group with whom the education system can legally inter-act before this age are the hard of hearing. But there are other children who would also benefit from an educational intervention before JK. Educational resources such as educational psychometrists, speech pathologists and early childhood specialists and special education teachers could be utilised in existing community facilities, or directly through the home. A modified Portage Program has been used successfully with mothers of developmentally delayed children before the age of three to stimulate intellectual growth. The itinerant teacher visits mothers of these children in their homes. The kind of educational involvement envisaged is not of an institutional nature. Resources held by boards of education should be available to a wider age range of children in conjunction with partnerships with other ministries. Apart from changes to the Education Act there would need to be funding mechanisms in place to enable these educational interventions to take place.

Issue 10

a) age of entry yes b) attendance yes

The present Junior Kindergarten program places many resources for children in a rigid time frame and format. At present 80% of the children entering senior kindergarten in Hamilton have attended a junior kindergarten program. However, this proportion is not likely to increase. It is a difficult program for working parents to access, as drop off and pick up of young children for a short period is difficult. The Region will not pay subsidy for a child who attends both Junior Kindergarten and a day care program except in special circumstances. It would be good if resources provided to the junior kindergarten program by the province could be diverted to both community programs and to senior kindergarten programs. In the latter large class sizes could then be addressed in some compensatory schools, and all day kindergartens could be considered. If community programs were provided with some of the present funding, the school-based care could be expanded to provide a wider range of child-care and hours of operation.

Attention needs to be given as to whether teachers could be provided to child care centres. Child care centres, funded through the Ministry of Community and Social Services, could take over existing junior kindergarten rooms in schools and teachers be provided for a specified allotment of time by school boards. In some schools this might lead to a fuller use of the premises. The question of access ~~for parents~~ from low income families needs to be considered.

Issue 11

Yes

Comments:

- i) Provincial policies should cover more than just the development, implementation and revision of plans for school

based child care for school-aged children and Junior Kindergarten and Kindergarten programs, but include all child-care on school premises.

- ii) Where there are centres operating in secondary schools guidance is needed concerning curriculum link-ups. These may be costly to child care centres as additional staff, over the normal teacher-child ratios, may have to be hired to co-ordinate the students who visit the programs.
- iii) The status of profit child care on school premises needs clarification.
- iv) The legal position of the board in relation to the operation of child care centres on its property is needed.
- v) Models for the delivery of child-care and jk and sk on the same premises are required.
- vi) Provincial recognition for funding purposes is necessary of a staff position to co-ordinate between the schools and child care centres, where more than one child-care centre exists.
- vii) Financial responsibilities of boards for child-care needs clarification and recognition.
- viii) There needs to be one piece of legislation to cover standards and guidelines for school-aged children, not two (the Education Act and the Day Nurseries Act).

Issue 12

yes

Comments:

Teachers need the strong ground work in children's development that early childhood educators receive in their training.

Issue 13

yes

Comments:

This training is particularly needed for principals as they have an important role in linking and connecting programs on the school premises together which are concerned with the same children. They need to be able to identify good practices in early childhood education under any auspice. Child-care and education programs on the same premises which do not connect together may lead to behaviour problems in the children, struggling to meet different expectations, and friction between the two staffs as a common understanding of the rules in areas of shared use or inter-action has not been articulated. The responsibility of the principal for the well being of all children on the school premises must be a component of the training of a principal.

Supervisory officers ought to have an understanding of: the pertinent legislation; funding issues around child-care and

kindergarten; and policies of boards around child-care and early childhood education.

Issue 14

yes

Comments:

The encouragement of partnerships with other agencies and institutions is important. The research and knowledge of universities and community colleges should be shared with teachers. Joint in-service of early childhood educators from whatever auspice should be promoted.

Issue 15

yes

Comments:

Presently the training for Early Childhood Educator is more rigorous than that of a teacher with a primary specialist certificate with regard to this age group. The ECE has a broader understanding of the developmental needs of young children. Benefits could be gained for children if there were links between the two programs.

A G E N D ADEVELOPMENT COMMITTEE1992 04 02URBAN MUNICIPAL
MAR 23 1992
GOV. DOCUMENTS

Confirmation of the minutes of the regular meeting of 1992 03 05.

G E N E R A LBUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Strategic Planning
 - (a) Report of the Special Education Advisory Committee **Pages 1 to 8**
 - (b) Report of the Special Education Action Teams
2. Report re Tri-Board Family Violence Prevention Project Update **Pages 9 to 16
(and separate package)**

NEW BUSINESS:

1. Presentation re Labelling (Identifying) Students with Special Needs - "Program Priorities for the 90's" Document - Learning Disabilities Association of Hamilton-Wentworth
2. Report of the Committee to Study Religious Education in Schools **Page 17**

NOTE:

MEMBERS ARE REQUESTED TO BRING THEIR COPY OF THE REPORT OF THE SPECIAL EDUCATION ACTION TEAMS (AS DISTRIBUTED WITH THE MARCH AGENDA) TO THE MEETING.

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: F. Oommen (Chairman); Trustees Bishop, Patenaude, Wilson and Stewart; Mesdames Dennis, Riis-Culver and Trott; Mr. Parks; Drs. Mason and Toby.

Also

Present: Trustees Johnston, Mason and Mulholland.
Mr. D. Maddocks (Hamilton Principals' Association)
Mr. J. Sims (Hamilton Secondary School Principals' Council)

Officials

Present: E. Bond (Superintendent of Program)
R. Adams (Co-ordinator, Special Education)

The Committee recommends:

G E N E R A L

1. That the Report of the Special Education Action Teams, as amended, be approved for consideration at the 1992 04 02 Development Committee meeting. (See attached)
2. That regular reports be presented to the Special Education Advisory Committee on the redeployment of program support staff as a result of the implementation of the Report of the Special Education Action Teams.
3. That the correspondence from the Chairman of the Board to the Special Education Advisory Committee regarding the validation process for the Report of the Special Education Action Teams be received for information.

Respectfully submitted,

F. OOMMEN,
Chairman

Lower Auditorium,
1992 03 11

REPORT OF THE
COMMISSIONER OF THE GENERAL LAND OFFICE

1. The Commission was organized on the 1st of July, 1890, and since that time has been engaged in a study of the land problem in the United States, with a view to the preparation of a report to the President and Congress.

2. The Commission has held numerous public hearings, and has received many suggestions from the public, and from the various departments of the Government.

3. The Commission has also held numerous private hearings, and has received many suggestions from the various departments of the Government.

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GENERAL

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3. The Commission has also held numerous private hearings, and has received many suggestions from the various departments of the Government.

So respectfully submitted,

Very respectfully,
Commissioner

THOMAS M. BROWN,
July 1891

CONCEPT OF NEIGHBOURHOOD SCHOOL

- 1) The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.

Rationale:

This allows students to remain in their own community in order to establish an identity and social relationships with other students. Students transported outside their neighbourhood school area can experience social isolation in their community. Societal trends, research, parent and advocacy groups and recent political decisions strongly support the neighbourhood school concept.

Implications:

- In order for the neighbourhood school to fulfill this mandate the Consultative-Collaborative Model to problem solving must be used.

Components of the Consultative-Collaborative Model include the following:

- i) ~~use of descriptions of needs to reduce labelling of students~~ - change to:
 - ii) an indirect service bias
 - iii) heightened use of systemic intervention
 - iv) professional development at all levels
 - v) a pivotal role of the in-school resource teacher
 - vi) sufficient resources to provide support to the classroom teacher
 - vii) increased home-school partnership in problem solving
 - viii) increased use of data and curriculum-based assessments
 - ix) in-school resource group-Principal/Vice-Principal, L.R.T., G.L.R.T., Teacher, Parent
 - x) community resources where applicable.
- a focus on the needs rather than on the labelling of students
- An acceptance of responsibility for each student by the student's neighbourhood school. Linkages will be maintained and the goal for students in System or Area self-contained classes will be to return to the neighbourhood school. ~~add: , if this is in the best interest of the student.~~
 - When resources are provided within the neighbourhood school to support the classroom teacher, then a reduction in the number of self-contained classes should occur. The redeployment of staff (Teachers & Educational Assistants) through reduction of self-contained classes to ensure sufficient resources can occur. Parents must be involved in the consultation process through the Annual I.P.R.C Review before student placement from self-contained to regular class occur.

Cost Implications:

Inservice within existing time and resources to inservice all staff on the Consultative-Collaborative Model and the roles and responsibilities involved.

Cost savings - Transportation - Once

Timelines:

Begin Implementation 1992-93 school year.

PROVISION OF RANGE OF PROGRAMS

- 3) It is essential that a range of programs be provided given the unique and varying needs of the student population.

Rationale:

A wide range of needs requires a range of programs and services for all students. There must continue to be appropriate opportunities, from total integration to self-contained programs, within this continuum of services from J.K. - Grade 12/O.A.C.

At all levels the program emphasis should be on integrating students wherever and whenever possible. Schools should endeavour to provide comprehensive programs aimed at long term goals.

Implications:

- Each Area should have a full complement of self-contained programs (G.L.D., S.L.D., Gifted, Speech/Language, Behaviour).
- All schools to have access to system programs (Orthopaedic, Vision, Hearing Impaired, Developmentally Challenged, Multiple, Autistic, Assessment).
- Support staff in each Area will require specialized training in Gifted, Behaviour and Developmentally Challenged programming.

add: . A review be undertaken on the deployment of resources in the Secondary School level.

Cost Implications:

Corresponding savings to be noted in reduced number of self-contained classes thus teachers and E.A.'s will be available for redeployment. There will be a corresponding reduction in transportation costs.

Timelines:

Begin Implementation 1992-93 school year.

VIEW OF EDUCATION AS A PARTNERSHIP

- 5) Parents must be viewed, and be encouraged to view themselves, as contributing and worthwhile members of the school team attempting to provide the best possible level of service and communication on behalf of each individual student.

Moreover, it is seen as essential that there be increased coordination between the school and the community at large.

Rationale:

Parents of students from J.K. - Grade 12/O.A.C. should be encouraged to share valuable information as equal members in the team approach to problem-solving. As partners in the development of an optimum program for their child they will gain insights into rationale behind the individual educational plan & more fully support its implementation and evaluation.

Because of increasing societal changes, community services should be approached to access the neighbourhood school to provide service beyond normal school hours.

This linkage would facilitate cooperative problem solving of behavioural issues in the neighbourhood school.

Research has shown that home involvement in behaviour management can contribute significantly to successful outcomes.

Implications:

- Parents should be involved from earliest stages of need and be made aware of the importance of their role in their child's development.
- A public relations brochure should be updated and distributed for the community highlighting Special Services and Programs offered by the Hamilton Board of Education. It should include D.A.R.T. and I.P.R.C. information. Video format should also be developed and available in a variety of languages.

add: and S.E.A.C

Timelines:

Fall, 1992 & Spring, 1993.

- The principal should strive to obtain translators/interpreters for non-English speaking parents from a centrally coordinated pool of qualified personnel.
- A less intimidating atmosphere should be created for parents and staff by having IPRC meetings held in the home school setting, where possible and appropriate.
- Community programs should be encouraged to access neighbourhood schools.
- A process for linkage between schools and other community agencies and resources (businesses, industries, post-secondary institutions) needs to be developed. This includes use of a city wide integrated data base and appropriate research.

Timelines:

add: system and

Phase II of Integrated Student Information Plan.

Cost Implications:

Development and production of parent brochures. To be taken from 1992 budget allocation.

PROVISION OF COORDINATING FUNCTIONS

- 8) There is a need to coordinate the special education and services functions at the system level with the special education and services functions at the area and school levels.

Rationale:

A coordinating function which ensures system equity and supports area deployment of resources (human, material and plant) should be developed and implemented.

The unique needs of schools and areas must be acknowledged and addressed. Equitable distribution of resources based upon need must be ensured.

Implications:

- Re-organization within the Program Department and area teams to ensure balance and equity and to coordinate, support and develop plans ~~for~~ delete "for" and change to:
 i) gifted education to include:
 ii) developmentally challenged
 iii) a behaviour management policy
 iv) system I.P.R.C.'s
 v) a linkage with the various community services to pursue an integrated service model where the school is the hub.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

REVIEW OF ASSESSMENT PROCESSES

- 11) A review of our existing assessment processes within the full range of Exceptionalities must be conducted.

Rationale:

Given the emphasis related to developing a cumulative record of information for the individual student, it is viewed that there will be a need to review our existing assessment methods.

To maintain equity in identification and placement in a decentralized System consistent criteria and procedures are required.

It is recognized that there may be strong cultural and socio-economic biases in some of the standardized tests presently used.

There is little consistency in the materials and procedures presently being used to assess Developmentally Challenged students relative to programming needs.

Implications:

Criteria for Identification must be reviewed and a standardized Identification Placement Policy for the System be developed. This will be done within the framework of the Ministry of Education Consultation Paper soon to be released.

A work group must be established to examine and re-evaluate the screening tools, tests, timelines and personnel presently involved in identifying Gifted students, to provide a wider range of data for analysis and to expand the base for referrals.

Through the Program Department and specifically Psychological Services appropriate identification procedures and assessment tools be evaluated, recommended and approved for the Developmentally Challenged.

There may be a need to consider a system or area Special Education Assessment Centre for students as part of the restructuring of program delivery.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

IMPORTANCE OF PROGRAM ACCOUNTABILITY

- 14) An evaluative process within the framework of program accountability must be developed to ensure improved student learning outcomes.

Rationale:

As with all other elements of Program Development and Implementation, there is a clear recognition for the need for increased accountability in all elements related to Special Education. In essence any intended shift, refocusing or restructuring must be accompanied by some form of evaluative process within the framework of program accountability.

Implications:

- Objectives, methods and measures need to be developed through collaboration with those managing and delivering each program. This includes Gifted, Junior and Senior Developmentally Challenged, and all other programs that require review.
- Measures need to have specific program implications.
- Results must be comprehensible. ^{add:} and accountable.
- Program evaluation should not be seen as personnel evaluation.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

NECESSITY OF EFFECTIVE COMMUNICATION

- 15) As a system we must undertake an active role to increase school and community awareness and understanding of this philosophy and these belief statements.

add: (Recommendations 1 to 14 inclusive)

Rationale:

Effective communication is an integral component of all educational programs. Prompt and precise communication on an ongoing basis is necessary to enhance trust and teamwork in order to meet the individual needs of exceptional students. Such communication should demonstrate sensitivity and should focus on the needs of the student. Attention should be paid to clarity and comprehension. Jargon and acronyms should be used with discretion.

Implications:

- A public relations brochure should be updated and distributed for the community explaining and highlighting the Special Services and Programs offered by the Hamilton Board of Education including D.A.R.T. and I.P.R.C. information. Video format should also be developed and available in a variety of languages.
- A Special Education Manual should be prepared for schools and should include description of programs and administrative procedures.
- The role of the Public Relations Department should be to support school staff in their efforts to increase community awareness and understanding.

Cost Implications:

To be accomplished within existing resources.

Timelines:

Begin Implementation 1992-93 school year.

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

1992 04 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Tri-Board Family Violence Prevention Project Update

In May of 1991, information about the project development was presented to this committee. Because this is an emerging program in our board, yearly updates to the development committee were agreed upon. Family Violence Prevention has become a major focus for all levels of government, social agencies and Boards of Education in recent years. The Hamilton Board of Education, as a member of a tri-board project, is fortunate to be a part of a community project to address this problem locally.

This report includes the following information:

- Overview of Family Violence Prevention Project
- Background and Rationale
- Update on Tri-Board Initiatives (1991-1992)
- Update on Hamilton Board Initiatives (1991-1992)
- Fall Newsletter (1991)
- Workshops scheduled for the Spring (1992) - Trustees are invited to attend these workshops.

Recommendation:

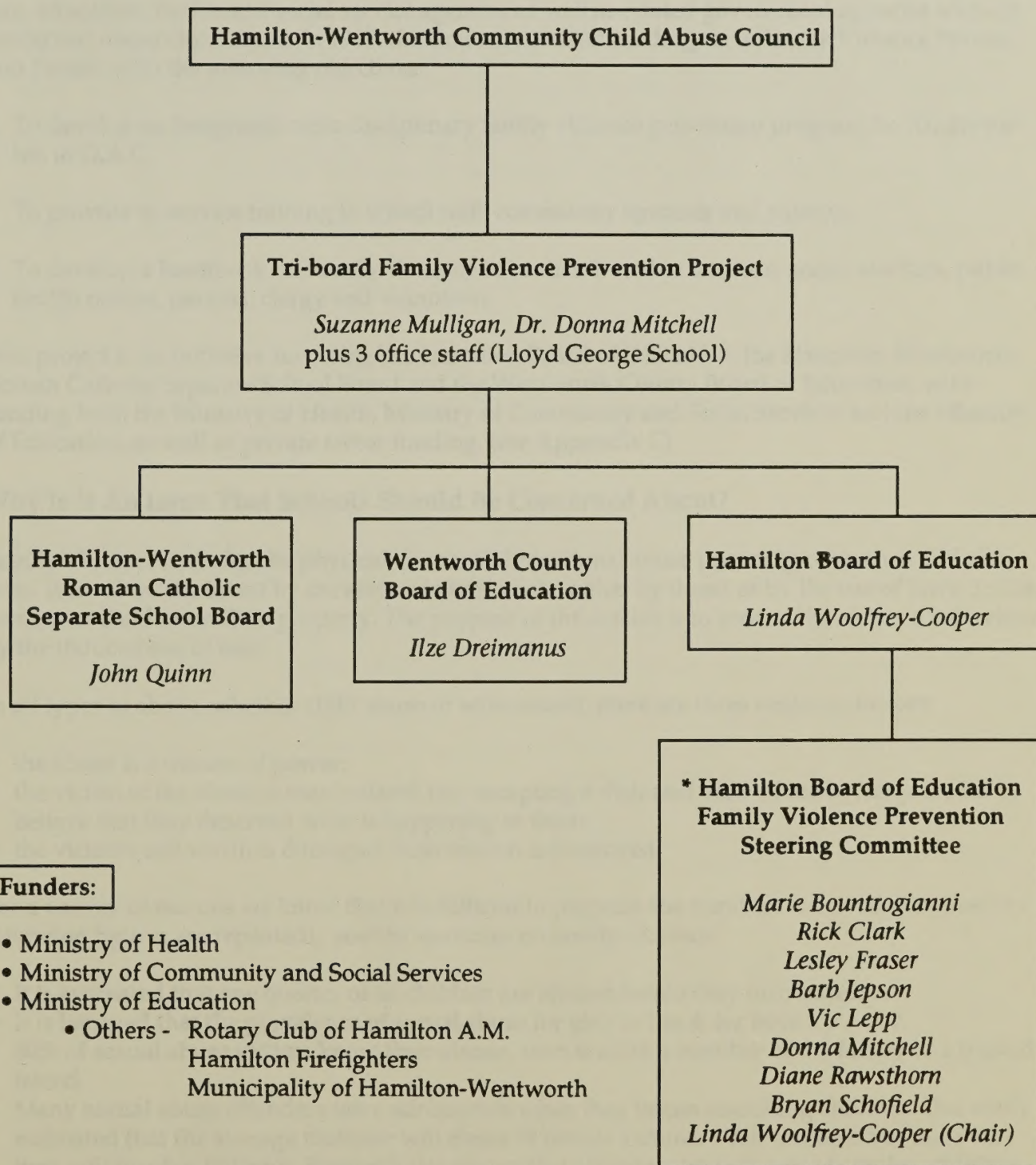
That this report be received for information.

Prepared by: Linda Woolfrey-Cooper, Co-ordinator of Family Studies
Bryan Schofield, Co-ordinator of Adjustment Services

Submitted by: Elizabeth G. Bond, Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

Family Violence Prevention

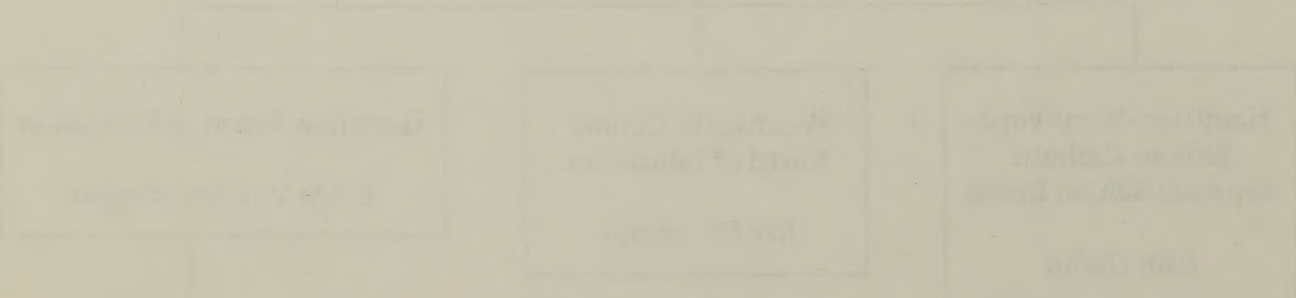


* Currently this committee acts as a clearing house for requests. The committee is also compiling an inventory of school and area projects which are addressing family violence and behaviour initiatives. The committee is attempting to build on the effective practices and pilots currently in place in the system and provide links among them.

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Background and Rationale:

The Hamilton Board of Education became involved in the Family Violence Prevention Project through its membership on the Hamilton-Wentworth Child Abuse Council. The Child Abuse Council was established in 1975 and is comprised of community representatives from child welfare, education, health and social service agencies as well as related government agencies who are concerned about child abuse. In 1989, the Council received funding for a Family Violence Prevention Project with the following objectives:

1. To develop an integrated cross-disciplinary family violence prevention program for Kindergarten to O.A.C.
2. To provide in-service training to school staff, community agencies and parents.
3. To develop a handbook on Family Violence to be distributed to teachers, social workers, public health nurses, parents, clergy and volunteers.

This project is an initiative involving the Hamilton Board of Education, the Hamilton-Wentworth Roman Catholic Separate School Board and the Wentworth County Board of Education, with funding from the Ministry of Health, Ministry of Community and Social Services and the Ministry of Education, as well as private sector funding. (see Appendix C)

Why Is It An Issue That Schools Should Be Concerned About?

Family Violence includes the physical, sexual and emotional abuse primarily of women and children. It involves the intent by the abuser to intimidate, either by threat or by the use of force on the woman or child or on their property. The purpose of the assault is to control the victim's behaviour by the inducement of fear.

In all types of abuse, whether child abuse or wife assault, there are three common factors:

- the abuse is a misuse of power;
- the victim of the abuse is manipulated into accepting a distorted view of reality; they are led to believe that they deserved what is happening to them;
- the victim's self worth is damaged; their esteem is destroyed.

For a variety of reasons we know that it is difficult to pinpoint the numbers involved, however the following figures are repeatedly seen in resources on family violence.

- It is estimated that one quarter of all children are abused before they turn sixteen.
- It is believed that the prevalence of sexual abuse for girls is 1 in 4; for boys it's 1 in 9.
- 80% of sexual abuse victims know their abuser, who is often a member of the family or a trusted friend.
- Many sexual abuse offenders were adolescents when they began assaulting children. One study estimated that the average molester will abuse 50 female victims, while molesters of male victims will involve 150 boys. Research also shows that offenders will continue to molest children until they are stopped.
- The conservative estimate is that 1 woman in 8 is abused by her partner. This also means that thousands of children are witnessing this violence and being adversely affected.
- A study of police records in London, Ontario showed that for every woman assaulted by a stranger, 13 were assaulted by the person they live with.

Because we are concerned with the effects of family violence on the youth in our community and ultimately on prevention, the many indicators that the cycle of violence is being repeated is alarming. For instance, one of the ways that adolescents are being affected is by modelling the same behaviour in their dating relationships:

- 1 in 9 high school girls surveyed in Toronto reported physical abuse in her dating relationship.
- 1 in 5 high school girls surveyed in Toronto reported sexual abuse in a dating relationship.
- A significant number of high school couples think violence is an expression of love.

Rather than be overwhelmed by the depressing figures and realities that are all around us we accepted our part of the challenge in finding unique ways to deal with these issues.

Why A School Based Program?

Schools can be key players in a coordinated community approach to breaking the cycle of family violence. Apart from the family, school is the one institution that influences all children in our society. Children spend approximately six hours a day at school. This time is recognized by experts such as Dr. Pat Kincaid from the Ministry of Education and Dr. Peter Jaffe from the London Court Clinic as time that needs to be spent on violence prevention curriculum and experiences.

Dr. Kincaid states:

"Schools can play a major role in promoting healthy co-operative relationships between men and women. Girls and boys need many opportunities to develop self-esteem and confidence, so that they become equal partners in the family and in society as a whole."

We know that there is a link between sexism and violence. Intervention in the schools can change the equation.

Young people are bombarded by social forces which perpetuate sexism and violence. Schools must provide both the curricula and the role models to enable young men and women to make choices that will lead to full and useful lives in homes free of violence.

For the thousands of school-aged children who return to violent homes every day, let us make every effort to break the cycle of violence and sexism."

Dr. Jaffe states:

"It would be a challenge to find any book written on the topic of family violence that does not end with an appeal to school systems for prevention programs. He suggests three specific areas that offer a reality base for this issue. These areas relate to teacher training, curriculum development and student involvement in addressing family violence."

In a recent report to the Standing Committee on Health and Welfare, Dr. Jaffe recommended that the federal government work with the provinces to promote strong and consistent violence prevention education in schools. He has also just been named to the Task Force To Study Violence Against Women and Children. When recommendations are made in 1 year's time, it is inevitable that family violence in the schools will be seen as a major focus for eradicating family violence."

Update on Tri-Board Initiatives (1991-1992)

Curriculum

Traditionally schools have assumed responsibility for preparing young people for their roles in society. The Ontario Ministry of Education states that its overall purpose is "helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development." Within this broad mandate is a commitment to the whole child and development of students' social competence, feelings of well being and self confidence.

For students who are victims of family violence the school environment can provide an alternate reality that challenges beliefs from home such as:

- "big people are bullies who push little people around"
- "violence is the way to solve problems"
- "I am unlovable".

The primary goal of the curriculum development is to support existing curriculum, not to create new or additional curriculum.

Primary/Junior

- Critical learnings and the development of growth strands have been completed.
- Identification of common problems, opportunities, or situations and ways to link family violence learning to actual classroom situations are being explored.
- Library kit and bibliography on family Violence Prevention is in each school library.
- A spring tour of the "Touching" play has again been organized for schools in the Hamilton-Wentworth area.

Intermediate

The cross-disciplinary model initially pilot tested at Burkholder Middle School has now been tested in 8 schools in the three boards.

- Evaluation of the pilot projects is currently underway.
- Resource lists of people and curriculum support material have been developed.
- The application of team planning and the use of a cross-disciplinary approach are in line with Middle School directions currently being implemented in our Board.
- Library kits are in each school.

Senior

- A full time support person will be hired for one year by the Community Child Abuse Council (at no cost to the three Boards). This person with expertise in the Family Violence Prevention will be working with the 3 Boards at the Secondary level exclusively.

Work will include:

- Support for subject areas where Family Violence is part of existing curriculum (Family Studies, Society, Challenge and Change, Guidance).
- Identifying and selecting teaching resources.
- Support other subject areas where Family Violence Prevention can be applied (Drama, Visual Arts, English, etc.).
- Assess needs in the schools and build working teams of staff and students.
- Establish an ongoing plan for continuing Family Violence Programs at the Secondary level.
- Develop an evaluation plan.

Inservice Training

Inservice occurs on two levels:

- With staff of individual schools prior to their becoming involved with the curriculum.
- On a tri-board level as a result of the Ministry of Education, Family Violence Prevention Initiatives Grants, in which each board pools their grant.

The activities that have taken place in 1991-92 are as follows:

- School inservices in 8 Middle Schools, 4 Secondary schools.
- "Touching" play, parent preview, March 26, 1992, Dalewood School.
- Staff inservice for each Primary/Junior school that is having the "Touching" play.
- A 4-day Summer Institute on Family Violence, July 1991. Of the 45 participants, twenty-four were from the Hamilton Board.
- 5-part Workshop Series on Family Violence (April 14-May 12). See Appendix E.
- Power and Control Workshop - Using drama as an active learning strategy in the Family Violence Prevention Cross-disciplinary programs.

Appendix D describes additional initiatives specific to the Hamilton Board of Education.

The Handbook

The handbook is in every school in the 3 Boards. It is a resource for staff. In addition, the Handbook has been sold across Canada. The sales of the Handbook has returned \$76,000 to support the Family Violence Prevention Project. It will be revised and undergo a second printing this summer.

The Evaluation

The independent consulting firm, The Phillips Group, hired by the 3 Ministries that are funding the program, are finishing up their evaluation of the project. The final report will be available in the fall of 1992.

In addition, McMaster University has submitted a letter of intent to the Federal Government Family Violence Funding Program. They are applying to be one of three research centres in Canada studying Family Violence programs, both prevention and treatment. The Tri-board project has been named as one of the prevention programs to be part of the research.

Other:

- The Community Child Abuse Council won a provincial award from the National Institute for the Prevention of Child Abuse. It is a distinguished service award for outstanding contribution in the field of Child Abuse and Family Violence Prevention.
- The Ontario Association of Curriculum Development has presented to the Council, the Distinguished Program Award for recognition of high quality curriculum and program development, March 1992.
- The Ministry of Education will be purchasing copies of the handbook plus a Family Violence Prevention "Starter Kit" that will be made available to every school board in Ontario. Money generated by these sales will support the ongoing continuation of the project.
- A *Child Witness Protocol* is being developed by personnel in the 3 Boards. This support document for schools will provide both internal and external resource information for working with children who witness family violence.
- OPSTF News, December 1992, published 2 articles about the project.

Conclusion

We know that child abuse and violence against children and adult women is a serious societal problem. If we are ever going to deal with this problem it must be through prevention. There are several key components which ultimately ensure that a prevention program is successful.

- **Awareness** of the issue of child abuse and woman abuse. Many children think that what is happening to them is "normal" and happens to all of their friends. We have heard numerous examples from adults who were abused as children and from children who witness violence in their home that they needed some one else to confirm that the abusive behaviour they described was in fact not "normal" behaviour.
- **Permission to talk** about the issue in an atmosphere that values the self-worth of the victim and does not place blame on the victim.
- Examples and models of **constructive and positive ways of handling conflict** thereby enabling the student to change.
- The encouragement to know that as individuals we have the right, the ability and the responsibility to make **choices** about how we act, who we choose as friends and what we do with our lives.
- Knowledge about **resources** for both victims and potential helpers.

The end result of any successful prevention program is empowerment to **BREAK THE CYCLE**.

Sources of Information for the Report

- Dr. Peter Jaffe, Director of London Family Court Clinic and Trustee, London Board of Education
- Dr. Pat Kincaid, Health & Quality of Life Unit, Ministry of Education
- Ontario Women's Directorate
- Statistics Canada
- Handbook for the Prevention of Family Violence (Hamilton/Wentworth Community Child Abuse Council)

Update on Hamilton Board of Education Initiatives (1991-1992)

- "Touching" play and inservice - 16 school performances, Spring '92. The development of a data base to monitor the run and scheduling of the play in our system.
- Intermediate Pilot - Burkholder, Hillcrest, Ballard, Memorial, and Viscount Montgomery, Fall '91
- "Whenever I Feel Afraid" play and staff inservice - Sir Winston Churchill Secondary, November '91
- Follow-up counselling for students from Sir Winston Churchill - Sir Winston Churchill Guidance staff and personnel from Psychological Services, Fall and Winter 91-92.
- Westdale Peer Helper program developed and performed Relationships Violence Role Plays for grade 10 students.
- OPSTF (Hamilton branch) Family Violence Curriculum Institute - January '92 - 170 Hamilton teachers attended this one day conference.
- Contact staff in each school in the Hamilton Board have been identified. These people have attended some form of Family Violence Prevention inservice.
- A strong co-ordinating steering committee meets regularly to discuss, plan and implement Family Violence Prevention initiatives. They also act as resources in the system.
- Newsletter - our first edition was distributed this year. (see Appendix E)
- Related documents were developed - Assault in the School Environment and the Child Protection Protocol.
- An Area 3 Pilot of the JK to OAC Family Violence Prevention Program will be initiated this spring for implementation in the fall of 1992. A Primary/Junior school, a Middle school and a Secondary school will be involved. This will be the first time that a longitudinal approach will be piloted.

REPORT OF THE COMMITTEE TO STUDY RELIGIOUS EDUCATION IN SCHOOLS

Present: Trustees Johnston (Chairman); Orban, Rodgerson, Rogers and Korz.

Officials

Present: E. Bond (Superintendent of Program)
P. Gillie (Superintendent of Schools - Area Four)

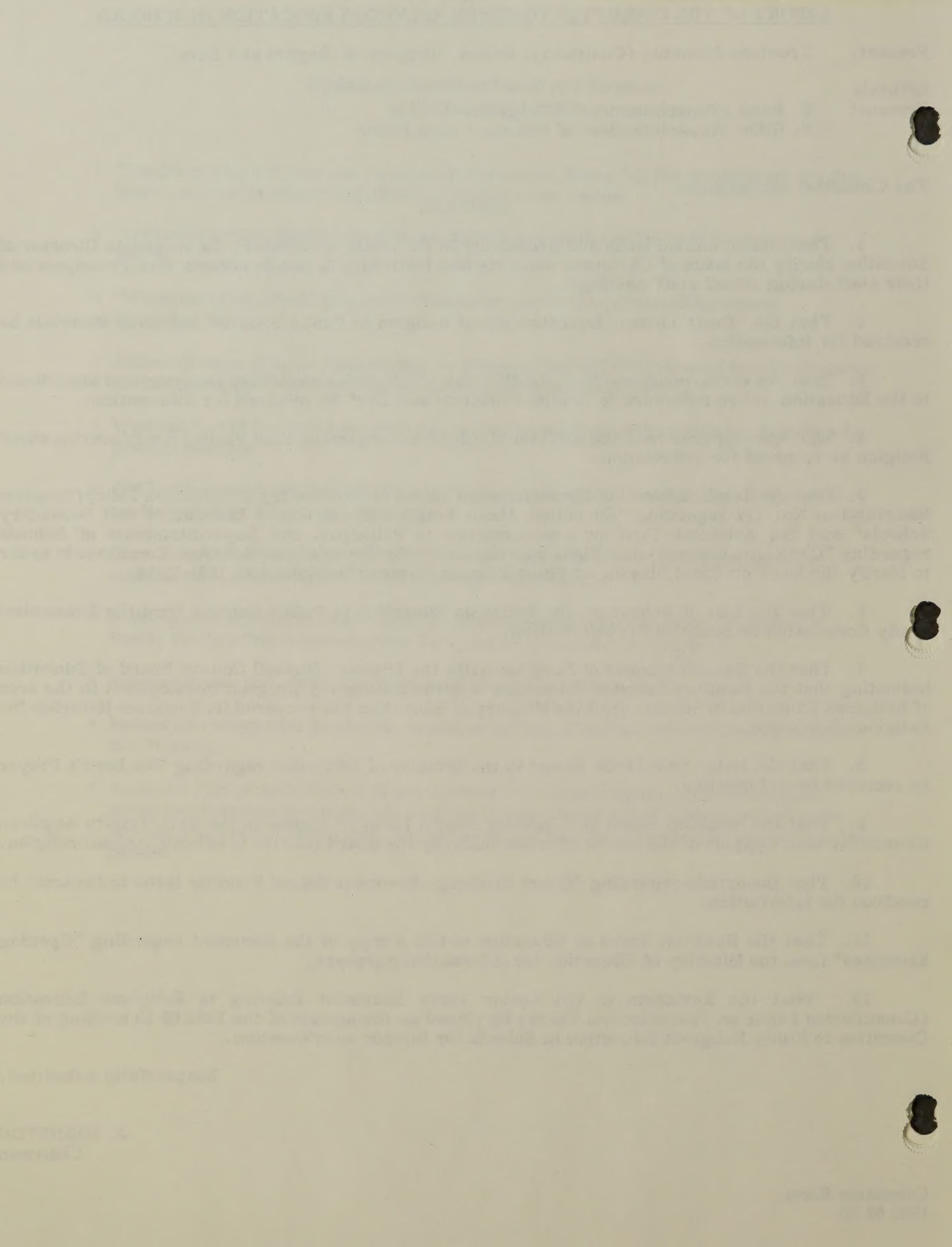
The Committee recommends:

GENERAL

1. That, on an annual basis and preferably in the month of October, the Associate Director of Education clarify the issue of Christmas concerts and festivities in public schools with Principals and their staff during school staff meetings.
2. That the "Draft Three: Education about Religion in Public Schools" Resource Materials be received for information.
3. That the correspondence from the Ministry of Education regarding the proposed amendment to the Education Act re reference to "Judeo-Christian morality" be received for information.
4. That the response from the Minister of Education regarding Pilot Project for Education about Religion be received for information.
5. That the Hamilton Board of Education send copies of the Ministry of Education Policy/Program Memorandum No. 112 regarding "Education About Religion in the Public Elementary and Secondary Schools" and the Associate Director's memorandum to Principals and Superintendents of Schools regarding "Christmas Concerts and Christmas Carols" to the Mayor's Race Relations Committee in order to clarify the issue on Carol Singing at Peace Memorial Elementary School on 1991 12 18.
6. That the List of Resources for Religious Education in Public Schools from the Ecumenical Study Commission be received for information.
7. That the Superintendent of Program write the Prescott-Russell County Board of Education indicating that the Hamilton Board of Education is not initiating any program development in the area of Religious Education in Schools until the Ministry of Education has prepared its Resource Materials for Religious Education.
8. That the letter from Linda Hewer to the Minister of Education regarding The Lord's Prayer be received for information.
9. That the Hamilton Board of Education send a letter of thanks to the Holy Trinity Anglican Church for their support of the course of action taken by the Board relative to education about religion.
10. That the article regarding "Court Challenge Re-opens School Funding Issue in Ontario" be received for information.
11. That the Hamilton Board of Education obtain a copy of the document regarding "Opening Exercises" from the Ministry of Education for information purposes.
12. That the Revisions to the Senior Years Document Relating to Religious Education (Consultation Paper on Specialization Years) be placed on the agenda of the 1992 05 19 meeting of the Committee to Study Religious Education in Schools for further consideration.

Respectfully submitted,

J. JOHNSTON
Chairman

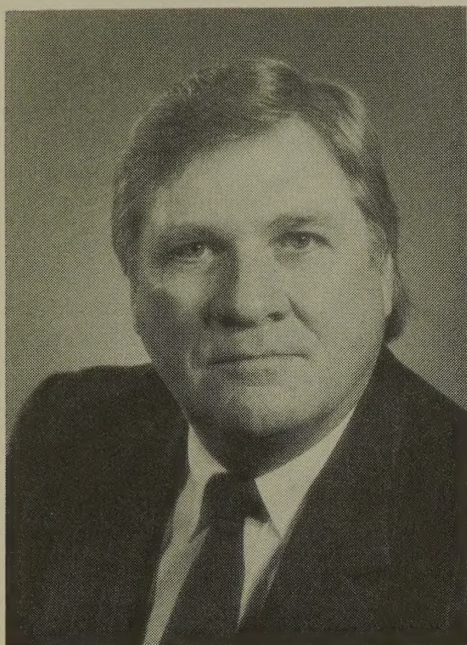




Violence Prevention

HAMILTON BOARD OF EDUCATION

ISSUE #1 - FALL, 1991



A Message from Marion Boyd

**former Minister of Education
and current Minister of
Community & Social Services**

"What we have to learn from events like the Montreal tragedy is the importance of changing the way men and women view each other in our society. What happened in Montreal was yet another message that we strengthen our commitment to eliminate all sexual stereotyping, whenever it occurs in our daily lives. Schools have a responsibility to help our young people look beyond the gender of a person. I know from personal experience, having worked at a clinic for battered women, that the cost of not dealing with violent attitudes is a mortgage against the future of women and children. We must not neglect our collective responsibility. The price is simply too high."

MOE Initiatives on Family Violence

The objectives of the Ministry of Education Family Violence Initiatives are:

- To meet the immediate educational needs of children in shelters.
- To address attitudes and stereotypes which perpetuate family violence.
- To develop expertise among teaching staff about the causes of wife assault and the effects on its victims, particularly children.

(Continued on next page.)

Our School Board's Commitment

"Family Violence poses a serious threat to the well being of our students, their families and their quality of life within our community. The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society. With this in mind, we are committed to working together with other boards of education, social service agencies, community groups and concerned citizens in breaking the cycle of Family Violence."

Keith Rielly

Update - Hamilton Board Initiatives

CURRICULUM

Family violence prevention education is a process, not an event. It must be carefully structured and designed to fit into existing curriculum and to be relevant to students.

Primary-Junior

(currently under development)

- The focus is on healthy relationships, self-esteem, personal safety, communication and prevention of stereotyping.
- A writing team will design support material for fostering positive school/classroom environment through adaptation of the learning environment.
- Key to the Primary-Junior section will be the identification of critical learnings for students, curriculum infusions spots, media and resource support, situational springboards.

Intermediate

- The focus is on power and control, stereotyping and prevention of family violence through a designed cross-disciplinary unit.
- Burkholder Middle School ran a pilot of this unit in the spring of 1991 and again in October, 1991. W.H. Ballard, Hillcrest, Viscount Montgomery, and Memorial will have completed similar units by December, 1991.

- A carefully planned process including staff in-service and parent awareness help support this unit.

- The development of positive family and interpersonal relationships is a critical component of the unit.

Senior

- A committee of teachers from a cross-section of subject areas from the three school boards have begun to identify effective strategies for family violence prevention in secondary schools. Violence in relationships has been identified as a key area.
- The play "Whenever I Feel Afraid" will have appeared at Scott Park, Delta and Sir Winston Churchill in 1991. Again, staff in-service and parent awareness help support this initiative.

HANDBOOK

The *Handbook for the Prevention of Family Violence* is now in all Hamilton schools. It is a resource for staff.

IN-SERVICE

In-service for school staff has been on-going. A Tri-Board Summer Institute was held in July, 1991. Twenty-four Hamilton Board employees were among the 45 participants. In-service is now occurring at the area and school levels to support school initiatives and to increase awareness.

OPSTF and the Hamilton Board of Education are co-sponsoring a conference on Family Violence Prevention on January 30-31, 1992 in Hamilton at the Sheraton Hotel. Attendance is open and free to teachers in the Hamilton Board.

MOE Initiatives...

(Continued from previous page.)

The Ministry of Education recognizes that family violence has a profound effect on the children who witness it. Therefore, school systems have the responsibility to make staff members aware of the impact of family violence on student learning and behaviour.

Funding

Since 1988, the Ministry of Education has provided opportunities for school boards to apply for funding for professional development activities on the initiatives.

- \$5,000 has been made available for teacher in-service on wife assault and its effects on children.

- \$41,000 is being made available for seven school boards in Ontario to hire a social worker to work in school with students who witness family violence. A selection process will determine which school boards are successful in receiving the grant.

Current Initiatives

A new branch of the Ministry of Education has been formed. The Community Education and Outreach Branch has three sections. Dr. Pat Kincaid, heads up the Health and Quality of Life Unit. Family Violence and School Violence are a part of this unit.

- A child witness protocol will be released to assist boards of education in developing strategies to assist staff when working with students and families where violence occurs.

- A Policy on Violence is being developed.

- In June, 1990, the Ministry of Education released the bibliography, *Wife Assault and the Effects on Children*. Copies were sent to each school. It is currently being updated.

- In collaboration with Esprit Films of St. Catharines a film, "Break the Cycle" has been produced. This is an excellent Canadian resource for staff in-service. Two more films are being made on sexism and family violence and date rape. They will be released this year.

- A Safe Schools Task Force made up of representatives of teacher federations, the police, multi-ministry representation, subject groups and agencies working with assault victims has been formed to work on the whole issue of violence. This task force will be hosting a major conference entitled "Partnerships for A Safe Society" in Toronto in November 1992.

It is anticipated that the initiatives will continue to grow and, more and more, will deal specifically with the roots of violence against women and children at the same time as the issues of sex-role stereotyping and sexism. ■

Tri-Board Project Background

The Hamilton Board became involved in the Family Violence Prevention Project through its membership on the Hamilton-Wentworth Child Abuse Council.

The Child Abuse Council was established in 1975 and is comprised of community representatives from child welfare, education, health and social service agencies as well as related government agencies who are concerned about child abuse. In 1989, the Council received funding for a family violence prevention project with the following objectives:

1. To develop an integrated holistic cross-disciplinary family violence prevention curriculum for Kindergarten to OAC.

2. To provide in-service training to school staff, community agencies and parents.

3. To develop a handbook on family violence to be distributed to teachers, social workers, public health nurses, parents, clergy and volunteers.

This project is an initiative involving the Hamilton Board of Education, the Hamilton-Wentworth Roman Catholic Separate School Board and the Wentworth County Board of Education, with funding from the Ministry of Health, the Ministry of Community and Social Services, and the Ministry of Education, as well as private sector funding. ■

Family Violence: An Educational Issue

Working Together to Prevent Family Violence

If a disclosure is made...

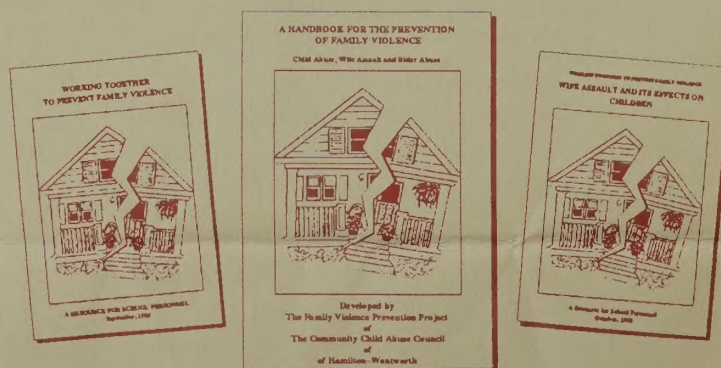
DO...

- ☒ listen calmly to the student
- ☒ take the complaint seriously
- ☒ reassure the student it is not their fault
- ☒ create an atmosphere of safety and trust
- ☒ be vigilant of children being physically and sexually abused or deprived of their basic needs
- ☒ involve appropriate school/system staff
- ☒ consult with local agencies specializing in this area

If a disclosure is made...

DON'T...

- ☐ be misled that the crisis has passed
- ☐ sound shocked or embarrassed
- ☐ make light of the situation
- ☐ guarantee secrecy
- ☐ take responsibility for counselling alone
- ☐ emphasize how bad others will feel
- ☐ make unrealistic promises
- ☐ lead the children to believe there are quick fixes



IN THE AREA OF PREVENTION, WE CAN...

- ☒ expand our knowledge level
- ☒ dispel destructive myths the students have been exposed to
- ☒ teach students that violence is never the way to solve problems
- ☒ help students learn better ways to deal with their anger
- ☒ promote alternative forms of conflict resolution

NOTICE OF FAMILY VIOLENCE WORKSHOPS

THE FAMILY VIOLENCE PREVENTION PROJECT IN COLLABORATION WITH THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON, THE HAMILTON-WENTWORTH RCSSB AND THE WENTWORTH COUNTY BOARD PRESENTS THE FOLLOWING WORKSHOP SERIES.

Tuesday April 14, 1992 (Nicholas Mancini Centre 4-6 p.m.)
WIFE ASSAULT AND ITS EFFECTS IN THE SCHOOL (entry level or refresher)
Judy Pritchard and Suzanne Mulligan will outline the dynamics of wife/woman assault. The impact on children will be described and discussed.

Tuesday April 21, 1992 (Briarwood Library 4-6p.m.)
CHILD ABUSE (entry level or refresher)
An overview of the types of child abuse will be given. Dianne Mattiussi will present the perspective of a survivor of child abuse - physical, emotional and sexual.

Tuesday, April 28, 1992 (Highland Secondary 4-6 p.m.)
FAMILY VIOLENCE - A MALE PERSPECTIVE
Steve McCann will describe power and control in abusive situations. Ways that male privilege are supported in our culture will be highlighted. This workshop is for participants who have had prior inservice or experience in the topic of family violence.

Tuesday, May 5, 1992 (Nicholas Mancini Centre 4-6 p.m.)
SHOWCASING OF NEW PROGRAMS IN FAMILY VIOLENCE PREVENTION
Participants from pilot schools will share their innovative programs. Work will be shared from development at Primary/Junior, Intermediate/Middle School, and Secondary levels.

Tuesday, May 12, 1992 (Briarwood Library 4-6 p.m.)
DEVELOPING AN EFFECTIVE WORKSHOP IN FAMILY VIOLENCE
Jim McCaughey will describe ways to promote a positive learning experience in defensive environments, where long standing beliefs may be challenged. This workshop is for staff who will be taking leadership roles within their schools in developing a family violence prevention program.

NOTE: REGISTRATION AT THE WORKSHOPS IS CRITICAL SINCE WORKSHOPS WILL BE OFFERED ONLY IF NUMBERS WARRANT IT.
 These workshops are funded by a grant from the Ministry of Education, Wife Assault Initiatives.

FAMILY VIOLENCE WORKSHOPS 1992

You may attend any or all.

Name _____

School _____

Board _____

Teacher _____ Administrator _____ Other (specify) _____

I wish to attend:

Child abuse _____ Wife assault _____

Family Violence /Male perspective _____

Showcasing _____ Developing Workshops _____

MAIL TO:



*FAMILY VIOLENCE PREVENTION PROJECT
 c/o Lloyd George School,
 360 Beach Road, Rm. #16
 Hamilton, Ontario L8H 3K4
 (416) 549-1353

* A Project of the Community Child Abuse
 Council of Hamilton-Wentworth

Please Note:

*To be returned by:
 Friday, April 3,
 1992



NOTICE OF MEETING

The Board of Directors of the Corporation has determined that a meeting of the shareholders of the Corporation shall be held on the 15th day of May, 1954, at 10:00 A.M. at the Corporation's office, 1234 Main Street, New York, New York, for the purpose of electing directors and transacting such other business as may come before the meeting.

It is requested that all shareholders of the Corporation be present at the meeting. The Board of Directors of the Corporation.

Very truly yours,
The Board of Directors of the Corporation.

It is requested that all shareholders of the Corporation be present at the meeting. The Board of Directors of the Corporation.

Very truly yours,
The Board of Directors of the Corporation.

It is requested that all shareholders of the Corporation be present at the meeting. The Board of Directors of the Corporation.

Very truly yours,
The Board of Directors of the Corporation.

It is requested that all shareholders of the Corporation be present at the meeting. The Board of Directors of the Corporation.

Very truly yours,
The Board of Directors of the Corporation.

URBAN/MUNICIPAL

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A32 1992

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1992 03 30

URBAN MUNICIPAL

MAR 25 1992

GOV. MEET. DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
DEVELOPMENT COMMITTEE

agenda

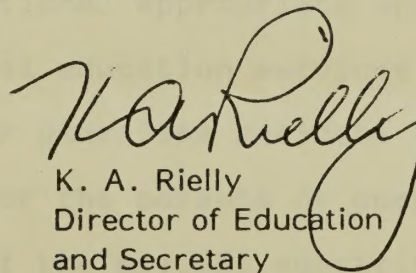
(Trustees Korz, Johnston, Mason, Orban, Patenaude, Rodgerson and Cunningham.)

Ladies and Gentlemen:

Attached is a copy of the Presentation from the Learning Disabilities Association of Hamilton-Wentworth as noted on the Agenda of the 1992 04 02 Development Committee meeting.

Members are asked to bring their copy of the attached Report to the meeting.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

rm

Notice sent to all trustees.

LEARNING DISABILITIES ASSOCIATION OF HAMILTON-WENTWORTH

150 Lower Horning Road
L8S 4P2
TEL (416) 523-1332

March 30, 1992

BOARD OF DIRECTORS

Flora Bonca

Janet Jenkin

Dr. Wm. Mahoney

Tom Parker

David Rooke

Marymargaret Rooke

Toni Sano

Deborah Souter

Sylvia Trott

Rhonda Weston

PRESENTATION TO THE DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Our concerns address the Program Priorities for the 90's - The Report of the Special Education Action Teams. Specifically, Recommendation 1 - Concept of Neighbourhood School - i) use of descriptions of needs to reduce labelling of students.

The Education Act - Section 8, (2) states that:

The Minister shall ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services without payment of fees by parents or guardians resident in Ontario, and shall provide for the parents or guardians to appeal the appropriateness of the special education placement, and for these purposes the Minister shall,

- (a) require school boards to implement procedures for early and ongoing identification of the learning



abilities and needs of pupils, and shall prescribe standards in accordance with which such procedures be implemented; and

- (b) in respect of special education programs and services, define exceptionalities of pupils, and prescribe classes, groups or categories of exceptional pupils, and require boards to employ such definitions or use such prescriptions as established under this clause.

A student must be identified through the Identification, Placement and Review Committee process in order to receive an exceptionality and therefore legally receive a Special Education program.

Special Education addresses many exceptionalities. Each one is unique. A person with a learning disability has an invisible handicap.

The Learning Disabilities Association of Hamilton-Wentworth vehemently support the views of the National Think Tank on Learning Disabilities that reaffirms the necessity of labelling and special programmes. Identification and labelling of those with learning disabilities is beneficial and essential. Labelling assists in providing services, focuses research efforts, clarifies the nature of the problem for the afflicted person and enhances an understanding of these individuals

and their self-esteem. Labelling facilitates the allocation of resources for the assessment of these people and for meeting their educational needs.

The Learning Disabilities Association of Ontario, and its 52 local chapters throughout the Province, strongly support the concept of individualized programming, delivered in the most enabling environment according to the individual's specific needs. This must include the availability of special education classes as well as other service delivery options, as outlined in Provincial legislation.

Labelling ensures that the student will have legal rights to special accommodations in either the workplace or post secondary education. (Human Rights Code)

The negative impact of using descriptions of needs rather than labelling will allow students to progress through the education system without proper support and therefore may very often lead to incarceration, psychosocial problems, suicide, under-employment and non-employment.

The most effective use of the education dollar leads to a financial contribution rather than a financial drain.

We do support the concept of the neighbourhood school. However, an adequate spectrum of service must be provided in each family of schools. The neighbourhood concept must

never be at the expense of appropriate special education programs.

Respectfully Submitted,

Sylvia Trott (Mrs.)
Special Education Advisory Committee Representative

NATIONAL THINK-TANK ON LEARNING DISABILITIES

REAFFIRMS NECESSITY OF LABELLING AND SPECIAL PROGRAMMES

A Think-Tank sponsored by the Learning Disabilities Association of Canada (LDAC) has reaffirmed the necessity of early labelling of persons who have learning disabilities and the benefits derived from streaming these individuals into special educational programmes.

The Think-Tank, held in March 1989 in Ottawa, brought together experts in the fields of psychology, social work, medicine, law and education. The participants, after confirming that learning disabilities are a complex group of distinct disorders caused by the dysfunctioning of the central nervous system, examined the issues of assessing, labelling and educating those individuals who have learning disabilities.

The Think-Tank participants unanimously reaffirmed that the identification and labelling of those with learning disabilities is beneficial and essential. Labelling assists in providing services, focuses research efforts, clarifies the nature of the problem for the afflicted person and enhances an understanding of these individuals and their self-esteem. Labelling facilitates the allocation of resources for the assessment of these people and for meeting their educational needs.

The Learning Disabilities Association of Ontario, and its 52 local chapters throughout the Province, strongly support the concept of individualized programming, delivered in the most enabling environment according to the individual's specific needs. This must include the availability of special education classes as well as other service delivery options, as outlined in Provincial legislation.

"Contrary to the so-called general education initiative, which advocates total integration or mainstreaming as the least restrictive educational environment, this Association supports the availability of choices for persons with learning disabilities. Special and appropriate education enables these exceptional children to reach their potential", said Eva Nichols, Executive Director of the Learning Disabilities Association of Ontario.

Those needs can best be determined, concluded the Think-Tank participants, on the basis of a comprehensive assessment. They urged strongly that assessment services be provided for all persons suspected of having a learning disability.

Participants in the Think-Tank

Doreen Kronick, M.A., Professor, Author, Founding President
(Willowdale, ON)

Margie Golick, Ph.D., Psychologist, Clinical Assessment
(Montreal, PQ)

Carol Crealock, Ph.D., Professor, Researcher (London, ON)

Wendy Roberts, M.D., FRCP(C), Paediatrician (Toronto, ON)

Byron Rourke, Ph.D., Neuropsychologist (Windsor, ON)

Kathleen Kufeldt, Ph.D., Professor, Social Work (Calgary,
AB)

Yude Henteleff, Q.C., LDAC Hon. Solicitor (Winnipeg, MB)

Cathy Smith, M.A., Guidance Counsellor (Oakville, ON)

Barbara McElgunn, R.N., Health Liaison Officer, LDAC (West
Hill, ON)

Wayne MacDonald, Ph.D., Neuropsychologist (Halifax, NS)

Linda Siegel, Ph.D., Professor of Education (Toronto, ON)

William Mahoney, M.D., FRCP(C), Paediatrician (Hamilton,
ON)

John McLeod, Ph.D., Professor of Education (Saskatoon, SK)

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1992

A G E N D A

DEVELOPMENT COMMITTEE

1992 05 11

Confirmation of the minutes of the regular meeting of 1992 04 02.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Race Relations Policy
2. Response from the Officials re Labelling
(Identifying) Students with Special Needs - "Program
Priorities for the 90's" Document

Pages 1 to 2

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Strategic Planning
.Compensatory Education Action Team Report

Pages 3 to 16

NOTE:

MEMBERS ARE REQUESTED TO BRING THEIR COPY OF THE REPORT RE
RACE RELATIONS POLICY (AS DISTRIBUTED WITH THE MARCH AGENDA)
TO THE MEETING.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 05 11

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

**Response from Officials re: Labelling (Identifying) Students
with Special Needs**

Since the inception of special education legislation in the early eighties much has been accomplished in the development of a wide range of programs for young people with special needs and abilities within the Board. Our students are indeed receiving a richer, more individualized programming approach to help them reach their potential.

The support for the Hamilton Board in meeting the needs of exceptional students expressed in the presentation is sincerely appreciated and provides a positive framework for addressing the concerns expressed by Mrs. Trott.

While recognizing the legal requirements and value of identification of exceptional students, as outlined in the legislation, the term "labelling" is not one which we have been accustomed to using.

Emphasis has been placed on the identification of strengths and needs of each student to provide an educational program tailored to the individual's unique needs and abilities.

Through the Diagnostic And Resource Team (DART) process in our schools, assistance for a student with special needs can be provided without the exceptionality identification determined by an Identification, Placement and Review Committee. This process makes it possible for school personnel and parents/guardians to work co-operatively to develop appropriate programming for students based upon identified needs rather than an assigned label.

As indicated in the Learning Disabilities fact sheet, "everyone with learning disabilities is different". With the focus on individual differences within a specified identification, the concept of identifying needs and programming to meet those needs is also critical not only in determining placement but also in providing the most appropriate program strategies and resources in the most enabling environment.

We value the right of parents/guardians to have a choice in the identification and placement decisions for their children while recognizing and respecting that not all parents wish to have their children identified through the formal process.

Those parents who do wish to seek identification may do so through the Identification, Placement and Review Committee process as set out in the legislation.

The intent of the concept of the Neighbourhood School does not preclude parents from working collaboratively with the school to plan for the most enabling and educationally appropriate placement for the individual exceptional student.

The fundamental issue which bears noting is that there is an opportunity for a variety of placements and options that provide a student-centred focus and that enable identified exceptional students and their parents/guardians to make a choice.

Ongoing communication among parents/guardians, the school, the student, where appropriate, and other personnel involved in providing support and services, is key to meeting the changing needs and abilities of students throughout their educational career.

Recommendation

That this report be received for information.

Prepared and
Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario
1992 05 11

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Report of the Compensatory Education Action Team

The Compensatory Education Action Team Report was presented to the Development Committee on November 7, 1991 for information and discussion.

In the interim, as a follow-up to trustees questions and as a result of Budget restraints some adjustments have been made to the original report.

The following are included in the revised Compensatory Education Action Team Report:

- Beliefs
- Student Initiatives
- Summary of Recommendations
- Recommendations
- Recommendations for Future Consideration
- Appendices

Recommendation:

That the Compensatory Education Action Team Report be approved.

Prepared by: Compensatory Education Action Team

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

RECEIVED
JAN 10 1964

FROM
J. H. GOLDSTEIN

TO
J. H. GOLDSTEIN

RE: [illegible]

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

RECEIVED
JAN 10 1964

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J. H. GOLDSTEIN

TO
J. H. GOLDSTEIN
RE: [illegible]

RECEIVED
JAN 10 1964

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RE: [illegible]

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J. H. GOLDSTEIN

TO
J. H. GOLDSTEIN

RE: [illegible]

Compensatory Education

Action Team Report

COMPENSATORY EDUCATION WORKING PAPER EXECUTIVE SUMMARY

BELIEFS

Based upon the input from various groups and individuals within our system and community and the dialogue with the Ministry of Education and other Boards of Education, the Compensatory Education Action Team has made recommendations based on the beliefs that:

- i) **Poverty** and the **effects of poverty** are the contributing determinants of disadvantaged/at risk learners;
- ii) **Pockets** of poverty, with their own uniqueness, are found throughout Hamilton and are no longer rooted only in the north end;
- iii) Focus must be on the **learner**, not the school;
- iv) Human and financial supports for the disadvantaged/at risk learner must be available to the end of the **O.A.C.** years.
- v) School teams, in conjunction with the superintendent, must be **supported** by human and financial **resources** and must be able to plan for **interventions** appropriate to their community uniqueness.
- vi) Local compensatory education initiatives must incorporate Ministry of Education Compensatory guidelines for policy, program and strategy.
- vii) "The school building represents a major resource as a site for organizing a system of supports for children and/or families." "Children First", pg. 11. 1990

STUDENT INITIATIVES

The mandate to address compensatory education issues at the elementary school level has been present in the Hamilton Board of Education for approximately 30 years. Today, literature and research clearly define compensatory education as **education** that must **compensate** for the effects of low socio-economic condition or poverty.

Compensatory Education initiatives are designed to compensate disadvantaged/at risk learners so their **learning opportunities** and **personal achievements** will be **optimized**.

Some factors in the environment which create disadvantaged/at risk learners and the indicators of such are identified in Appendix A.

Summary of Recommendations

- 1) **Recommendation:**
That *literacy* remain a priority for all disadvantaged/at risk learners.
- 2) **Recommendation:**
That the need for exemplary programs and strategies for disadvantaged/at risk learners be directly linked to *life skills*.
- 3) **Recommendation:**
That disadvantaged/at risk learners receive *support for their social-emotional needs* through all programs.
- 4) **Recommendation:**
That at the *secondary school* provision be made for *flexible program scheduling* to better meet the needs of and retain the disadvantaged/at risk learners.
- 5) **Recommendation**
That working with compensatory education population be viewed as providing *positive professional growth experiences* for administration and staff and that recognition be given to stability within the staff.
- 6) **Recommendation:**
That *professional growth opportunities and programs* be provided *in conjunction with the Program Department*, to address the needs of staff working with disadvantaged/at risk learners.
- 7) **Recommendation:**
That the Superintendent of Program designate an appropriate person to perform *coordinating functions for Compensatory Education initiatives*.
- 8) **Recommendation:**
That a person from the Compensatory Education Action Team work on *Phase II - the Community Stand - of the Student Support Services Action Team*.

- 1) **Recommendation:**
That literacy remain a priority for all disadvantaged/at risk learners.

Rationale:

Research shows that disadvantaged/at risk learners have severe literacy delays. Statistics specific to Hamilton indicate that 65,000 functionally illiterate people live in Hamilton. This figure uses the United Nations' definition of illiteracy: those individuals whose formal education is Grade 8 or less. Research indicates that children living with illiterate parents are more likely to be illiterate themselves.

Timeline: Ongoing

Cost: Part of existing programs provided by Computer Services, English and Primary-Junior Departments

Implications:

Inservice programs which focus on developing literacy skills must be a priority for people working with disadvantaged/at risk learners. Support must be given to program departments which are charged with the responsibility of developing literacy school plans.

- 2) **Recommendation:**
That the need for exemplary programs and strategies for disadvantaged/at risk learners be directly linked to life skills.

Rationale:

Research indicates that disadvantaged/at risk learner lack background experiences which serve them in their home, community and working life.

Timeline: Ongoing

Cost: Integrated into current curriculum and future curriculum writing.

Implications:

Inservice programs will be required to assist teachers to plan and implement appropriate programs. Curriculum writing will require a link up to life skills. To foster developmental programs, divisional meetings within schools need to address the planning and implementation strategies and resources used with the learners.

- 3) **Recommendation:**
That disadvantaged/at risk learners receive support for their social-emotional needs through all programs.

Rationale:

An advisor/advisee/family program facilitates a sense of belonging in a supportive group. .

Timeline: *Begin implementation 1992-93 school year.*

Cost: Accommodated within existing resources.

Implications

Small flexible groupings of learners may be necessary to promote success and build a support system. Such settings provide opportunities for students to build success, to set realistic goals and strategies for reaching them, to learn social skills and to experience positive role models. The intended learning in these groups must be honoured by both the staff and group members. Opportunities for practising the skills must be allowed throughout the school day.

- 4) **Recommendation:**
That at the secondary school provision be made for flexible program scheduling to better meet the needs of and retain the disadvantaged/at risk learners.

Rationale:

Disadvantaged/at risk learners require a more flexible schedule which allows for their out-of-school commitments.

Timeline: *Begin implementation 1992-93 school year.*

Cost: Analysis by the Secondary School Study Report.

Implication:

An adult learning model should be made feasible for the disadvantaged/at risk learner. Schools may need to adopt module programming, flexed hours, or independent study to assist the learner with completion of their credits. Adult and Continuing Education link ups may need to be considered and facilitated within the composite and vocational schools.

5) Recommendation

That working with compensatory education population be viewed as providing positive professional growth experiences for administration and staff and that recognition be given to stability within the staff.

Rationale:

Working with disadvantaged/at risk learners should be celebrated and considered a component of a wide spectrum of service. Very often the school is the only stable force on which the community can draw. The family unit for the disadvantaged/at risk learner is often in a state of change. There is a need to provide security and consistency with regard to the emotional and educational foundations for the learner.

Timeline: September, 1993

Cost: Within existing resources.

Implications:

A staff public relations campaign which focuses on the positive outcomes of the assignments should be launched.

A balance of staff transfers in and out of schools needs to be maintained along with a balance of experienced staff with those new to the position.

Stability within the administration must be maintained. A minimum number of years within a school needs to be determined.

6) Recommendation:

That professional growth opportunities and programs be provided in conjunction with the Program Department, to address the needs of staff working with disadvantaged/at risk learners.

Rationale:

There is a need for staff to understand and to meet the needs and challenges related to working with the disadvantaged/at risk learners.

Timeline: To coincide with Staff Development Plan.

Cost: To be determined in conjunction with Staff Development inservice costs.

Implications:

Programs must address all levels and categories of staff working with disadvantaged/at risk learners. Program partnerships should be jointly planned and financed by the federations, area offices, Staff Development Department and community groups.

Programs need to be diverse and encompass educational issues, social-emotional issues as well as cultural issues associated with the disadvantaged/at risk learner.

Staff will need to be offered renewal programs along with new strategies.

7) Recommendation:

That the Superintendent of Program designate an appropriate person to perform coordinating functions for Compensatory Education initiatives.

Rationale:

Compensatory education requires coordination of inservice, assistance with initiative, budget planning and liaison with the Ministry of Education.

Timeline: *Begin implementation 1992-93 school year.*

Cost: *Redeployment of existing staff.*

Implications:

It is probable that each Area of Schools will have pockets of disadvantaged/at risk learners. A central office representative will provide the connecting link between the areas, school needs and central administration.

8) Recommendation:

That a person from the Compensatory Education Action Team work on Phase II - the Community Stand - of the Student Support Services Action Team.

Rationale:

Community health agency and recreational services are essential components for the development of the disadvantaged/at risk learner. The services are frequently unreachable by the learner and their families. Existing information services and resources that meet the needs of the learner must be shared for greater effectiveness of delivery. A pro-active stance is needed to decentralize and/or expand the services.

Timeline: *Begin implementation 1992-93 school year.*

Cost: Within existing resources.

Implications:

The concept of the community school outlined in "Children First" will require more facility sharing than exists now. Health Services, Social Services and Recreation Services will need to decentralize their personnel.

In-school staff and community staff will be able to liaise more frequently, therefore creating a more cohesive approach for the disadvantaged at risk learner/family.

Site-sharing may be required.

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Summary of Recommendations for Future Consideration

It is suggested that the following recommendations be considered for the future with due regard to Board budget implications and in accordance with Ministry of Education funding provisions.

- 9) ***Recommendation:***
That Compensatory Education initiatives be undertaken for students from Junior Kindergarten through to the end of the O.A.C.
- 10) ***Recommendation:***
That an instrument, using the criteria outlined in Appendix B, be developed to survey all Hamilton Board of Education schools and that a committee, representative of the system, be struck to apply the instrument.
- 11) ***Recommendation:***
That a review of staff for schools having a compensatory education factor, according to the instrument, be conducted within provisions in collective agreements.
- 12) ***Recommendation:***
That a sliding scale for funding, designed to address the needs of the disadvantage/at risk student population, be developed and that this information be shared with the Superintendents and Program Department and reviewed annually.
- 13) ***Recommendation:***
That principals, in conjunction with Superintendents of Schools, annually review school plan initiatives designed to meet the needs of disadvantaged/at risk learners in order to access Category Two Ministry of Education Grants.
- 14) ***Recommendation:***
That an evaluation instrument congruent with Program Accountability be developed to determine the effectiveness of compensatory education initiatives.

9) **Recommendation:**

That Compensatory Education initiatives be undertaken for students from Junior Kindergarten through to the end of the O.A.C.

Rationale:

Research indicates that carefully planned early intervention diminishes the long lasting effects that poverty can have on students. However, not all disadvantaged/at risk learners enter our system in elementary school and not all have had their needs met by the end of elementary school. Ministry of Education grants for compensatory initiatives support the continuation of services at the secondary level.

Implications:

A wider range of opportunities will be feasible for school staffs, particularly secondary, to address the needs of the learner.

Category Two grants (Board specific) designated for both elementary and secondary schools will need to be directed appropriately.

10) **Recommendation:**

That an instrument, using the criteria outlined in Appendix B, be developed to survey all Hamilton Board of Education schools and that a committee, representative of the system, be struck to apply the instrument.

Rationale:

Literature and research indicate that socioeconomic factors, not standardized tests, identify disadvantaged/at risk learners

Implications:

The instrument to be developed will require that the statistics available from census taking and/or other data related to the socioeconomic demography of Hamilton be made available to the Hamilton Board of Education.

Application of the instrument to our school populations will determine the size and geographic locations of our disadvantaged/at risk population.

A pilot application of the instrument will be necessary.

11) Recommendation:

That a review of staff for schools having a compensatory education factor, according to the instrument, be conducted within provisions in collective agreements.

Rationale:

The nature of the compensatory education learner requires that the teacher address the social-emotional demands of his/her students as well as their academic needs. Large class sizes do not facilitate the establishment of close adult to student relationships needed by these learners.

Implications:

The report will be referred to the collective bargaining units.

The review should address the current staffing formula in relation to the make up and needs of the school population. A staffing complement should be developed that is congruent with the instrument designed to identify the size and geographical location of the disadvantaged/at risk learner.

The committee should consider staffing in its broadest sense including teaching, non-teaching, clerical and all other in-school staff supports.

12) Recommendation:

That a sliding scale for funding, designed to address the needs of the disadvantage/at risk student population, be developed and that this information be shared with the Superintendents and Program Department and reviewed annually.

Rationale:

Low socioeconomic families are no longer living just in the inner-city. Pockets exist throughout the city.

Implications:

Category Two grants (Board specific) will be distributed according to the location and size of need. The flexibility of such funding and population identification will allow schools to address the specific needs of their learners. New initiatives as well as the continuation of current ones are feasible.

The school may no longer be identified as a compensatory education school. Identification will be according to the demographics of their learner population. With population mobility, a school may find one year that it has a high population of disadvantaged/at risk learners and some years later it may not. Long and short term identification and funding will be based on changes within the community.

13) Recommendation:

That principals, in conjunction with Superintendents of Schools, annually review school plan initiatives designed to meet the needs of disadvantaged/at risk learners in order to access Category Two Ministry of Education Grants.

Rationale:

The Compensatory make-up may be unique to each geographical area within the city. Thus, resources, to meet the uniqueness may vary from community to community and from school to school.

Implications:

Funding initiatives for disadvantaged/at risk learners will be based on school plans. Each Area Superintendent will require a portion of the Ministry Grants designated for Compensatory Education. Their portion may be based on the size of disadvantaged/at risk population in their area.

14) Recommendation:

That an evaluation instrument congruent with Program Accountability be developed to determine the effectiveness of compensatory education initiatives.

Rationale:

Every effort must be taken to be more accountable for the use of funding and other resources provided through the Board of Education.

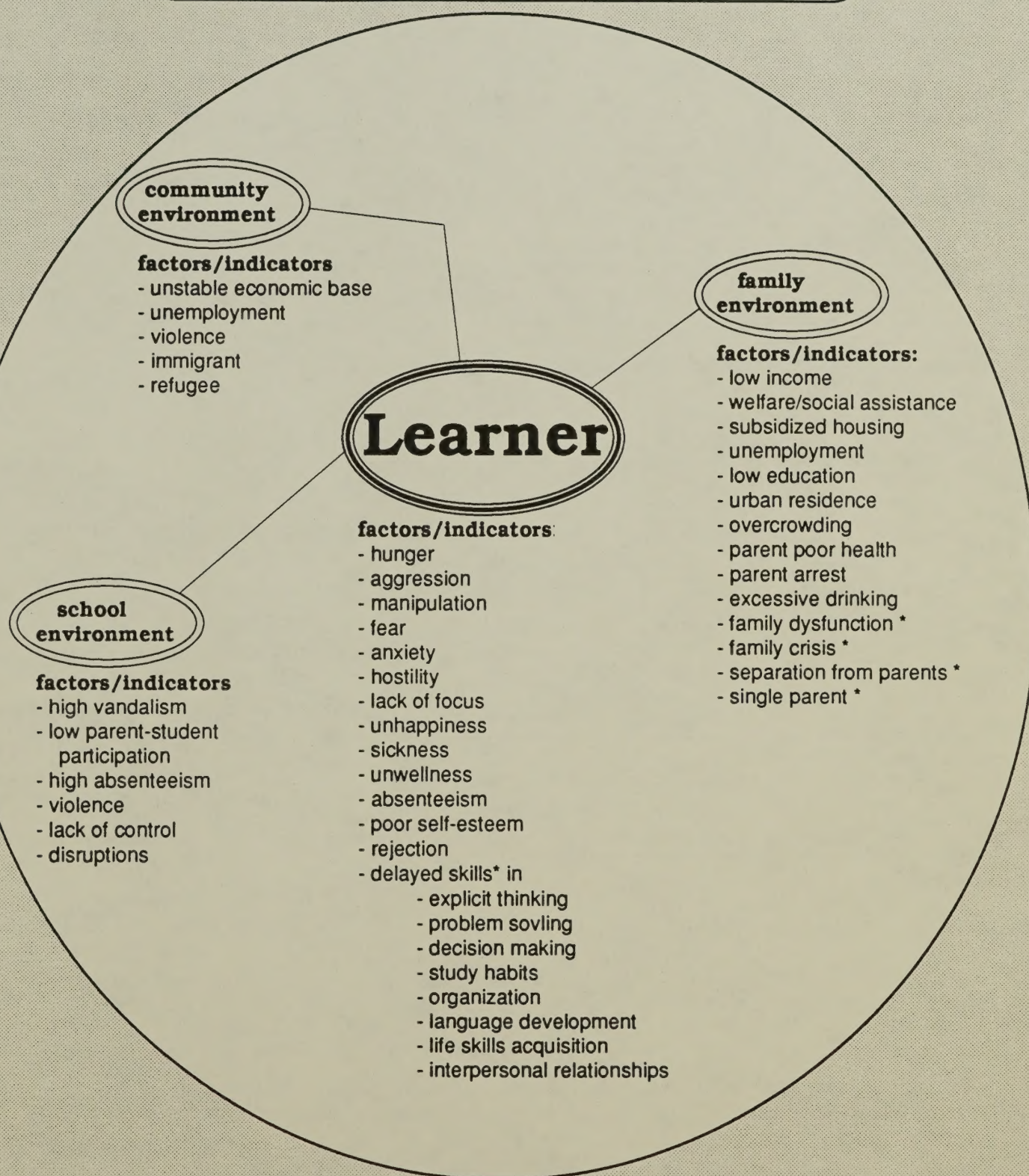
Implication:

The results of such an evaluation would establish guidelines for cost efficiency. It would be known which initiatives were more effective than others and which would give the system a reading on the initiatives that need to be revised, discontinued or undertaken.

Factors and Indicators

Disadvantage/At Risk Learners

(See Page 1)



• adapted from Ministry of Education 1990

* applies to all social-economic groups.

CRITERIA for assessing the need for Compensatory Education Initiatives	
COMPONENTS	ACCUMULATIVE FACTORS
LOW FAMILY INCOME	• social assistance • unemployment • subsidized housing • single parent-female lead • # of persons per dwelling • substandard housing
LEARNER/FAMILY MOBILITY	• # of schools attended • mobility within change in care-giving adults - mom - dad - grandparents - etc. • foster care • crisis centres
TRAUMATIZED	• refugee • immigrant • <u>aboriginal</u> • parent separation • family violence • parent arrests
LOW PARENTAL EDUCATION	• less than Grade 9 • low literacy level • little parent support/involvement in child's school
POOR HEALTH	• physical illness • dental neglect • emotional instability • nutritional deficits • inadequate prenatal & postnatal care

THE CHILD

Poor Academic Performance

- absenteeism/tardiness
- non promotion
- drop out rate
- high # of DART referrals
- high # support staff referrals
- low skill levels and achievement levels

Behaviour/Emotional Indicators

- low self esteem
- high # referrals to outside agencies
- vandalism
- unfocused/disruptive behaviour
- aggression/hostility
- fear/anxiety/unhappiness
- inschool/formal suspensions

As reported

Combination of these factors in learners is exhibited through poor academic performance and behavioural-emotional problems which leads to school failure, drop out and lack of success in future life.

Initiatives undertaken to **minimize** these factors will assist the students to reach their potential as self-reliant productive citizens and life long learners.

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A G E N D A
DEVELOPMENT COMMITTEE
1992 06 04

URBAN MUNICIPAL
JUN 15 1992
GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meeting of 1992 05 11.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Strategic Planning
.Staff Development Action Team Report

Pages 1 to 8

NEW BUSINESS:

1. Process for Submission of Specialization Years
Response Document
2. September Meeting Date
3. Report of the Committee to Study Religious
Education in Schools

Page 9

Page 10

Education Centre
100 Main Street West
Hamilton, Ontario

1992 06 04

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: STAFF DEVELOPMENT ACTION TEAM REPORT

The Staff Development Action Team began meeting on April 5, 1991 to undertake the strategic issue outlined in the Program Priorities for the 90's Direction Paper. To manage this task, the committee formed three sub-committees. The work of the sub-committees is summarized in the table below:

SUB-COMMITTEE	PROCESS
Current Practice: "Inside the System Sub-Committee"	Conducted a system survey through Research Services to determine - level of service currently being provided - system staff development needs.
Current Practice: "Outside the System Sub-Committee"	Hosted three symposia to determine staff development practices in - community groups and businesses outside education - other educational institutions - other boards of education.
Research Sub-Committee	Conducted an extensive literature search to identify effective staff development models.

Following a detailed process to review the data, the findings contained in the sub-committee reports were integrated into one report. Based on this strong research foundation, recommendations for restructuring our system's staff development initiatives were developed. All recommendations are based on the belief that staff development is critical in order to manage the rapid changes and meet the demands the system will experience in the 90's.

It is clear, no longer can we think of professional development as sending a few people to attend a conference. It is rather, the systematic identification and application of necessary learnings for both the individual and the system in order to manage change and realize educational improvements.

Note: All subcommittee reports are available upon request from the office of the Superintendent of Program.

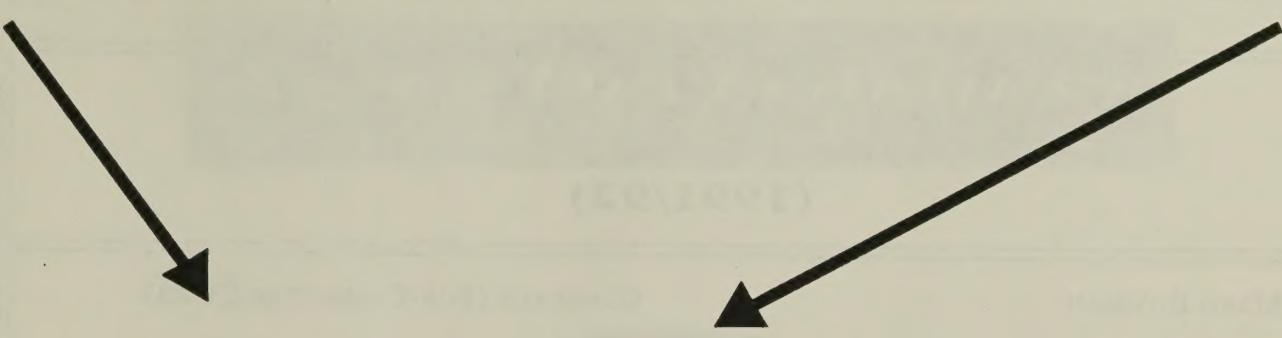
Recommendation:

That the Report and Recommendations of the Staff Development Action Team be approved.

Prepared by: The Staff Development Action Team

Presented by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary



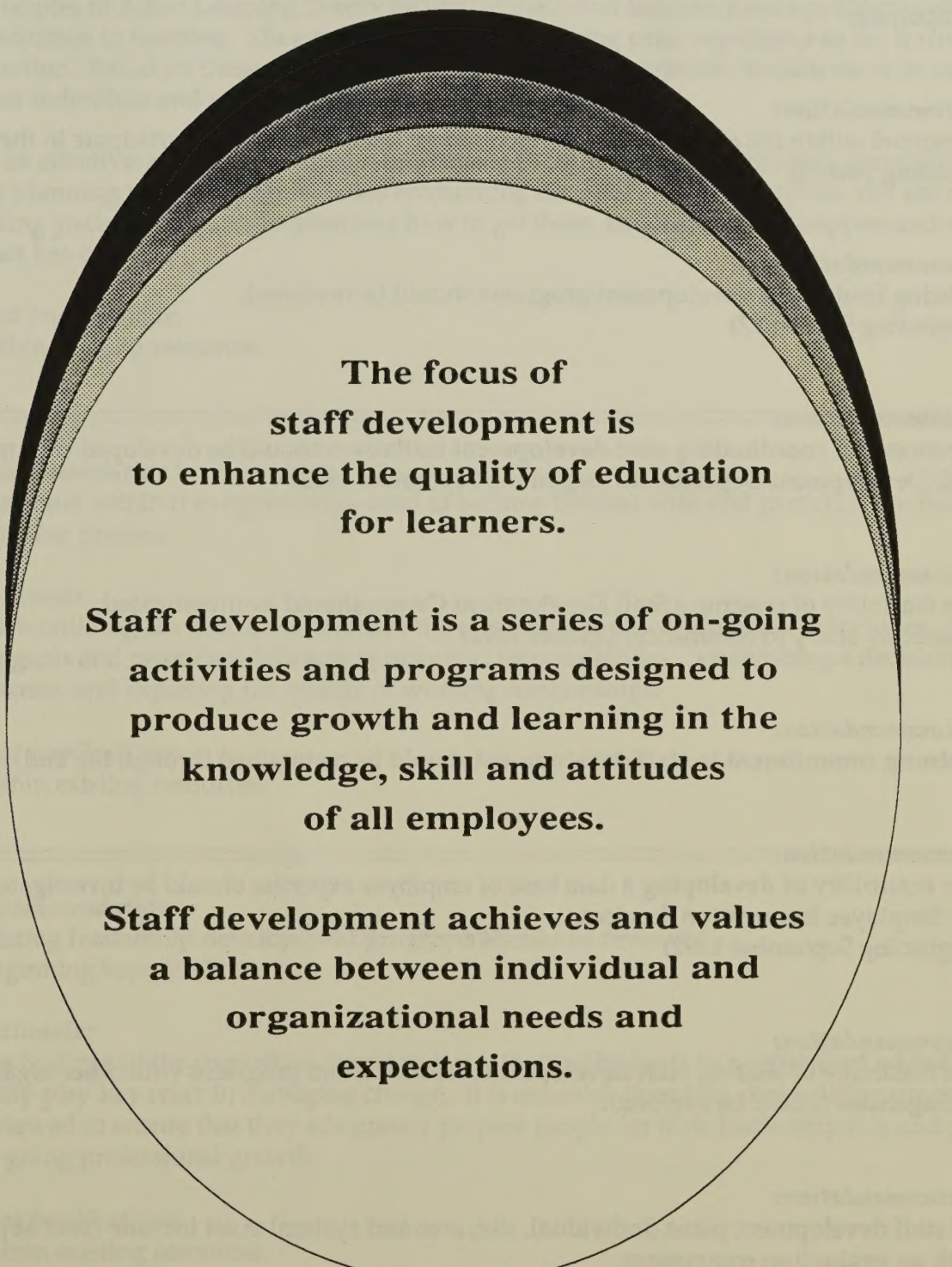
STAFF DEVELOPMENT ACTION TEAM REPORT

STAFF DEVELOPMENT ACTION TEAM

(1991/92)

MARG BOWMAN	GLENDAL (SUB-COMMITTEE CHAIR)
DAVE DIDUR	RESOURCES IN TECHNOLOGY
DOUG DUNFORD	VISCOUNT MONTGOMERY
TERRY GALLAGHER	AREA ONE
SANDY HILL	TRUSTEE
CINDY HUNT	HAMPTON HEIGHTS
JOYCE LAIDLAW	SHERWOOD HEIGHTS
RUTH ANNE MACFARLANE	LINCOLN ALEXANDER
AL MALE	BURKHOLDER
JIM MCCAUGHEY	STAFF DEVELOPMENT
JOHN MCCUTCHEON	WESTMOUNT
JOHN PAUL MORRISON	SHERWOOD
SUZANNE NOLAN	LAKE AVE. (SUB-COMMITTEE CHAIR)
EVELYN OLEJNIK	A. V. DUNDURN
GEORGINA PAIN	ADELAIDE HOODLESS
ED PORTER	PLANT DEPT.
ALISON PREECE	AREA THREE
MURRAY QUINN	AREA ONE (CO-CHAIR)
AVANELL SCHERER	SIR JOHN A. MACDONALD
PAUL SIMPSON	SHERWOOD
STEW THOMPSON	AREA ONE (CO-CHAIR)
MARY JEAN TYCZYNSKI	AREA FOUR
CHUCK WATERMAN	EARL KITCHENER
BILL WHITTLE	AREA FOUR (SUB-COMMITTEE CHAIR)

STAFF DEVELOPMENT



**The focus of
staff development is
to enhance the quality of education
for learners.**

**Staff development is a series of on-going
activities and programs designed to
produce growth and learning in the
knowledge, skill and attitudes
of all employees.**

**Staff development achieves and values
a balance between individual and
organizational needs and
expectations.**

Summary of Recommendations

- 1) **Recommendation:**
Staff development initiatives based on identified needs should be **planned, on-going and accountable**. Individual, site, area and system plans, therefore, must have a staff development component.
- 2) **Recommendation:**
Personnel within the organization need to become familiar with and participate in the **team building process**
- 3) **Recommendation:**
Existing **leadership development programs** should be reviewed.
(beginning Sept. 1992)
- 4) **Recommendation:**
A process for **coordinating staff development initiatives** should be developed through the Staff Development Department. (beginning September 1992)
- 5) **Recommendation:**
The feasibility of creating a Staff Development Centre should be investigated.
(feasibility study to commence, October 1992)
- 6) **Recommendation:**
A **strong commitment to staff development** should be maintained through the budget process.
- 7) **Recommendation:**
The **feasibility of developing a data base of employee expertise** should be investigated through the Employee Information Services.
(beginning September 1992)
- 8) **Recommendation:**
The feasibility of **sharing staff development resources and programs** with other organizations and agencies should be explored.
- 9) **Recommendation:**
All staff development plans (individual, site, area and system) **must include clear objectives with an evaluation component**.

- 1) **Recommendation:**
Staff development initiatives based on identified needs should be **planned, on-going and accountable**. Individual, site, area and system plans, therefore, must have a staff development component.

Rationale:

Principles of Adult Learning Theory recognize that adult learners have a problem-centered orientation to learning. They are self-directing and bring prior experience to the learning situation. Based on these principles, a variety of staff development models must be available to meet individual and system needs.

To be effective, all staff development initiatives must be **linked to priorities identified through the planning process**. This includes envisioning the future, assessing where you are now, setting goals and objectives, planning how to get there, making the plan happen and evaluating what has occurred.

Cost implications:

Within existing resources.

- 2) **Recommendation:**
Personnel within the organization need to become familiar with and participate in the **team building process**

Rationale:

Team building is a process to improve the effectiveness of work groups. It includes: determining goals and priorities; delineating roles and responsibilities; establishing a decision-making process; and exploring the quality of working relationships.

Cost implications:

Within existing resources.

- 3) **Recommendation:**
Existing **leadership development programs** should be reviewed.
(beginning Sept. 1992)

Rationale:

The findings of the committee clearly indicate that **individuals in positions of added responsibility play key roles** in managing change. It is essential, therefore, that existing programs be reviewed to ensure that they adequately prepare people for their leadership role and provide on-going professional growth.

Cost implications:

Within existing resources.

4) **Recommendation:**

A process for **coordinating staff development initiatives** should be developed through the Staff Development Department. (beginning September 1992)

Rationale:

Coordination of all staff development programs and services is essential to ensure effective and efficient use of available resources at the school, area, department and system levels.

Cost implications:

Within existing resources.

5) **Recommendation:**

The feasibility of creating a Staff Development Centre should be investigated. (feasibility study to commence, October 1992)

Rationale:

A Staff Development Centre is a facility that would enable all employees to develop and enhance their personal and team staff development plans within an environment that supports growth. Making use of existing system resources, this area would incorporate features such as a computer lab, professional research and media libraries, as well as meeting and seminar rooms.

Cost implications:

Within existing resources.

6) **Recommendation:**

A **strong commitment to staff development** should be maintained through the budget process.

Rationale:

Human, financial and physical resources **are essential** for successful staff development.

Cost implications:

As determined through the budget process.

- 7) **Recommendation:**
The feasibility of developing a data base of employee expertise should be investigated through the Employee Information Services.
(beginning September 1992)

Rationale:

A data base would provide a valuable resource for system staff development by providing efficient access to existing employee expertise.

Cost implications:

Within existing resources.

- 8) **Recommendation:**
The feasibility of sharing staff development resources and programs with other organizations and agencies should be explored.

Rationale:

Economic conditions dictate the need to creatively explore collaborative utilization of resources.

Cost implications:

Potential reduction.

- 9) **Recommendation:**
All staff development plans (individual, site, area and system) must include clear objectives with an evaluation component.

Rationale:

The staff development process must be accountable through systematic planning which includes measurable objectives and outcomes.

Cost implications:

Within existing resources.

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NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES,
FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

SEPTEMBER, 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 French Language Section ? 19:00	2	3 Development ? 18:15	4	5
6	7 LABOUR DAY EDUCATION CENTRE CLOSED	8 Operations Management 18:15	9	10 Personnel and Organization 18:15	11	12
13	14	15	16 Special Education Advisory Committee 19:00	17 Board 20:00	18	19
20	21	22	23	24	25	26
27	28	29	30			

Issued 1992 05 28

Station	Latitude	Longitude	Time	Remarks
1	10° 00' N	100° 00' E	10:00	Start of observation
2	10° 05' N	100° 05' E	10:05	Clouds increasing
3	10° 10' N	100° 10' E	10:10	Wind light breeze
4	10° 15' N	100° 15' E	10:15	Temperature 28°C
5	10° 20' N	100° 20' E	10:20	Humidity 85%
6	10° 25' N	100° 25' E	10:25	Sea calm
7	10° 30' N	100° 30' E	10:30	End of observation

REPORT OF THE COMMITTEE TO STUDY RELIGIOUS EDUCATION IN SCHOOLS

Present: Trustees Johnston (Chairman), Orban, Rogers and Korz.

The Committee recommends:

GENERAL

1. That the Ministry of Education's Consultation Document on Opening Exercises be placed on the agenda of the 1992 06 24 meeting of the Committee to Study Religious Education in Schools for further consideration and that copies of the document be distributed to Committee members prior to the meeting.

2. That the Revisions to the Senior Years Document Relating to Religious Education be referred to the 1992 06 24 meeting of the Committee to Study Religious Education in Schools and that copies of the document, The Specialization Years (Grade 10 to Graduation) be distributed to Committee members prior to the meeting.

3. That the report regarding Schools Providing World Religion Courses be received for information.

4. That the Chairman of the Committee to Study Religious Education in Schools be empowered to write the Hamilton and District Christian Churches Association clarifying the intent of the Ministry of Education relating to religious education.

5. That the Hamilton Board of Education obtain copies of the Ministry of Education's document, "Draft Three: Education about Religion in Public Schools Resource Materials" for consideration at the 1992 06 24 meeting of the Committee to Study Religious Education in Schools and that these be distributed to the Committee members prior to the meeting.

6. That the letter from Wilfrid Laurier University regarding courses on religious education be received for information and that copies of the letter be distributed to the members of the Committee to Study Religious Education in Schools.

7. That the Committee to Study Religious Education in Schools, through its Chairman, send a copy of the letter from Wilfrid Laurier University regarding courses on religious education to Federation representatives for information.

Respectfully submitted,

J. JOHNSTON
Chairman

Committee Room,
1992 05 19

REPORT OF THE COMMITTEE TO STUDY THE RELIGIOUS SITUATION IN SWITZERLAND

Presented to the Federal Assembly (National Council, Council of States) on 10 June 1964

The Committee's report

Summary

1. That the Committee of Experts of the Swiss Confederation, created by the Federal Assembly in 1958, has completed its work. It has submitted to the Federal Assembly a report on the religious situation in Switzerland, based on the results of its investigations.

2. That the Committee of Experts has found that the religious situation in Switzerland is characterized by a high degree of religious freedom and tolerance. It has also found that the religious situation is characterized by a high degree of religious freedom and tolerance.

3. That the Committee of Experts has found that the religious situation in Switzerland is characterized by a high degree of religious freedom and tolerance. It has also found that the religious situation is characterized by a high degree of religious freedom and tolerance.

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Respectfully submitted,

J. Kappeler
Chairman

Done in Bern
10 June 1964

CA40N HBL W26
A32
1992

A G E N D A

DEVELOPMENT COMMITTEE

1992 10 01

Confirmation of the minutes of the regular meeting of 1992 06 04.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Strategic Planning
(a) Program Accountability Action Team Report Pages 1 to 10

NEW BUSINESS:

1. Co-operative Education Review *also coded Separately
CA40N HBL W26
92 CS2* Pages 11 to 57
2. Computer Report Pages 58 to 79
3. Report of the Committee to Study Religious
Education in Schools Page 80

Education Centre
100 Main Street West
Hamilton, Ontario
1992 10 01

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Program Accountability Action Team Report

In recent years, several developments have intensified the need for all levels of the education system in Ontario to be responsive and accountable in terms of the development and delivery of programs which address student needs and public expectations in a time of rapid economic and technological change.

The Ontario Ministry of Education manages public education in Ontario and is accountable to the public through the provincial political system. Ongoing provincial reviews allow the Ministry, in cooperation with local boards of education, to assess the effectiveness of programs taught in the schools in terms of the level of student achievement. This information is used by school boards and schools in making decisions about program change. The process also ensures that the Ontario education system is accountable to the public. As well, the Learning Assessment Branch is presently working on Provincial Benchmarks. Benchmarks are standards which will be used to assess student performance at key stages in students' education and in terms of critical learning outcomes.

The Board of Education for the City of Hamilton manages public education in Hamilton and is accountable to the public through the municipal political system. Like the Ministry, the Hamilton Board is responsible for assessing the effectiveness of its own programs in terms of levels of achievement of its students. This information is used in making program change in Hamilton schools. The process also ensures that the Hamilton education system is accountable to the public. (See Appendix 4.1 for a current list of reviews.)

In order to ensure accountability at all levels of the Hamilton system, it is the shared responsibility, under the leadership of the supervisory officers, to provide staff, students, parents, the Board of Trustees and the community with accurate and useful information about the nature and effectiveness of programs in Hamilton.

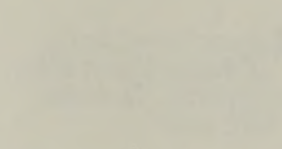
This report consists of 4 sections —

1. Definition of Program Accountability
2. Model and Process for Program Accountability in Hamilton
3. Personnel Evaluation and Program Accountability in Hamilton
4. Recommendations
5. Appendices

RECOMMENDATION

That the attached "Program Accountability Action Team Report" be approved.

Prepared by:	Program Accountability Action Team
Submitted by:	Rosaire C. Lavoie Superintendent of French Language Schools
Approved by:	Keith A. Rielly Director of Education and Secretary



1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research.

2. The second part of the report is a detailed description of the methods used in the study. It includes a discussion of the experimental design, the data collection procedures, and the statistical analysis techniques.

3. Results and Discussion

3.1. The results of the study are presented in this section. They are organized into several sub-sections, each corresponding to a different aspect of the research. The first sub-section discusses the overall findings of the study, while the subsequent sub-sections provide more detailed information about specific aspects of the results.

3.2. The discussion of the results is presented in this section. It includes a comparison of the findings with those of previous studies, a discussion of the limitations of the study, and a conclusion about the implications of the results. The discussion also includes a brief summary of the main points of the report.

3.3. The conclusion of the study is presented in this section. It summarizes the main findings of the study and provides a final statement about the importance of the research. The conclusion also includes a brief statement about the future directions of the research.

3.4. The references of the study are listed in this section. They include all the sources of information used in the study, including books, articles, and other documents. The references are organized alphabetically by the author's name.

- 1. Smith, J. (1998). The effects of stress on the immune system. *Journal of the American Medical Association*, 279(12), 1551-1557.
- 2. Jones, K. (2001). The role of the immune system in the development of cancer. *Journal of the National Cancer Institute*, 93(1), 1-10.
- 3. Brown, L. (2003). The effects of exercise on the immune system. *Journal of the American College of Sports Medicine*, 8(1), 1-10.
- 4. White, M. (2005). The effects of diet on the immune system. *Journal of the American Dietetic Association*, 105(1), 1-10.
- 5. Black, N. (2007). The effects of sleep on the immune system. *Journal of the American Academy of Sleep Medicine*, 12(1), 1-10.

4. Summary

The study has shown that the immune system plays a crucial role in the development of cancer. The results of the study suggest that the immune system can be strengthened by a combination of stress management, exercise, diet, and sleep. The study also suggests that the immune system can be weakened by a combination of stress, lack of exercise, poor diet, and lack of sleep.

5. Acknowledgments
The author would like to thank the following people for their assistance in the study: Dr. John Smith, Dr. Jane Jones, Dr. Michael Brown, Dr. Lisa White, and Dr. David Black.

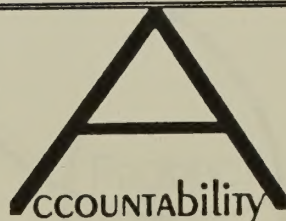
6. Appendix
The appendix contains the following information: a list of the abbreviations used in the study, a list of the symbols used in the study, and a list of the units used in the study.

PROGRAM ACCOUNTABILITY **ACTION TEAM REPORT**

SEPTEMBER 1992



'Keeping the balance'



PROGRAM ACCOUNTABILITY ACTION TEAM

COMMITTEE MEMBERS

Rosaire Lavoie, Chairman

Gary Birchall

Elizabeth Bond

Karen Chaikoff

Sandy Hill

Geoff Korz

Nancy Nicholls

Dave Staples

Harry Traini

Judith Bishop

Marie Bountrogianni

Margaret Cunningham

Connie Kidd

Bill Manson

Andrea Robertson

Raymond Therrien

REPORT OF THE PROGRAM ACCOUNTABILITY ACTION TEAM SEPTEMBER 1992

1. DEFINITION OF PROGRAM ACCOUNTABILITY

1.1 "Program" consists of 4 components —

- the content: what is expected to be learned
 - knowledge outcomes
 - skill outcomes
 - value outcomes
- the resources: what is needed to deliver the content
 - human resources
 - material resources
 - financial resources
- the delivery: how the content and resources are used
 - by administrators
 - by teachers
 - by students
- the product: what is actually learned
 - knowledge outcomes
 - skill outcomes
 - value outcomes

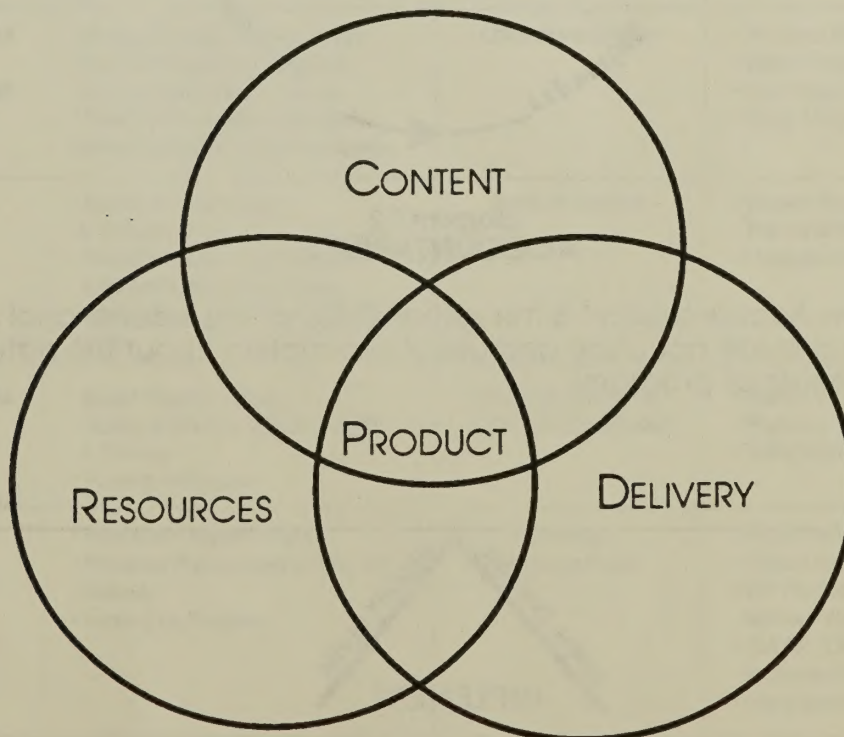


diagram 1.1
PROGRAM

1.2 "Accountability" is the responsibility of the educational system at all levels —

- to **assess** the product. Assessment involves determining the nature of the learning and measuring the degree of the learning.
- to **evaluate** the quality of the content, resources and delivery based on the assessment of the product. Evaluation involves making judgements based on the assessment.
- to **report** on the effectiveness of the program based on the assessment and evaluation.
- to **revise** by effecting positive program change within available resources when the product differs from the content. i.e., when actual student achievement differs from intended student achievement.

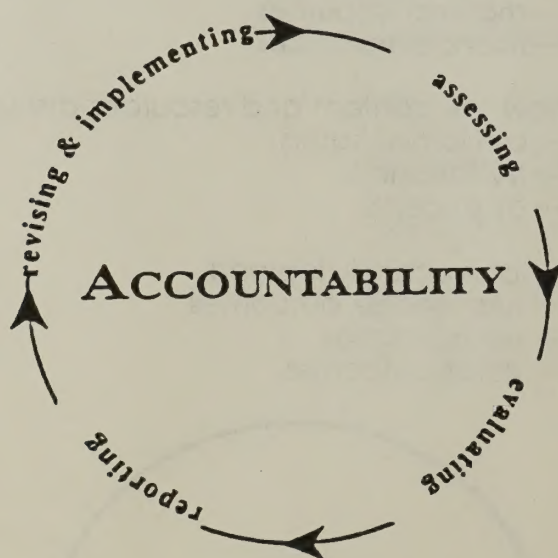


diagram 1.2
ACCOUNTABILITY

1.3 "Program Accountability" is the responsibility of the educational system at all levels to provide accurate and useful information about the nature and effectiveness of program.

Content
Resources
Delivery

Product:
Student
Achievement

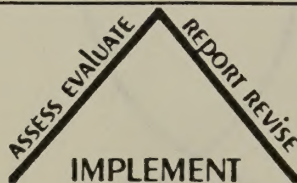


diagram 1.3
PROGRAM ACCOUNTABILITY

2 MODEL AND PROCESS FOR PROGRAM ACCOUNTABILITY

To facilitate program accountability in the Hamilton Board of Education we have developed a model and process for program accountability.

PROGRAM ACCOUNTABILITY: THE MODEL AND PROCESS

Who is Accountable	For What	Who Evaluates	How (Process)
Student Parent	• Attempting to Learn • Conduct • Attendance • Student Supplies Source: Education Act & Regulations	Teacher/Principal	• School Discipline Policy • Board Discipline Policy • Attendance Law • Reporting to parents
Teacher	• Effective Instruction & Training • Evaluation of Students • Reporting on Student Progress • Preparing Teaching Plans & Outlines Source: Education Act & Regulations	Principal	• Procedures outlined in Operating Procedures ST-1, ST-3 and Collective Agreements • Using benchmarks
Principal	• School Program Quality & Effectiveness • School Program Conformity to Ministry & Board Guidelines & Policies • Teacher Performance Appraisals Source: Education Act & Regulations	Superintendent	• School Reviews & Plans • Program Reviews • Teacher Performance Assessments & Reviews • Using benchmarks
Superintendent of Schools Superintendent of Program	• Program Quality & Effectiveness • Program Conformity to Ministry & Board Guidelines & Policies • Teacher Performance Appraisals Source: Education Act & Regulations	Office of the Director	• Provincial Reviews • Board Program Reviews • Area Program Reviews & Plans • Using benchmarks
Director	• System Program Quality & Effectiveness • Program Conformity to Ministry & Board Guidelines & Policies • System Program Delivery by Qualified Staff	Board of Trustees	• System Program Reviews • Provincial Reviews • Using benchmarks
Board of Trustees	• Board Program Policies • Quality & Effectiveness of Program & Delivery • Funding for Program	Ministry of Education, Local Electorate/Public	• System Program Reviews • Provincial Reviews • Using benchmarks
Ministry of Education	• Provincial Program Policies • Provincial Effectiveness of Program Delivery • Funding for Program	Provincial Electorate/Public	• Provincial Reviews • Ontario Academic Credit • TIP Program (Teacher In-service Project) • O.A.I.P. (Ontario Assessment Instrument Pool) • Using benchmarks

diagram 2.1

22 Principles of Program Accountability in a Program-Driven System.

The model and process are based on the following principles:

- program accountability is program-based, reflecting program which is reviewed, developed and implemented in terms of student needs and learning outcomes as defined by the Ministry, Board and Community;
- program accountability provides valid conclusions;
- program accountability results in program change, program growth, program improvement, program innovation, within existing resources;
- program accountability involves all levels of the System;
- program accountability involves a model and process which are themselves accountable.

23 Current Lines of Reporting for Program Accountability in Hamilton.

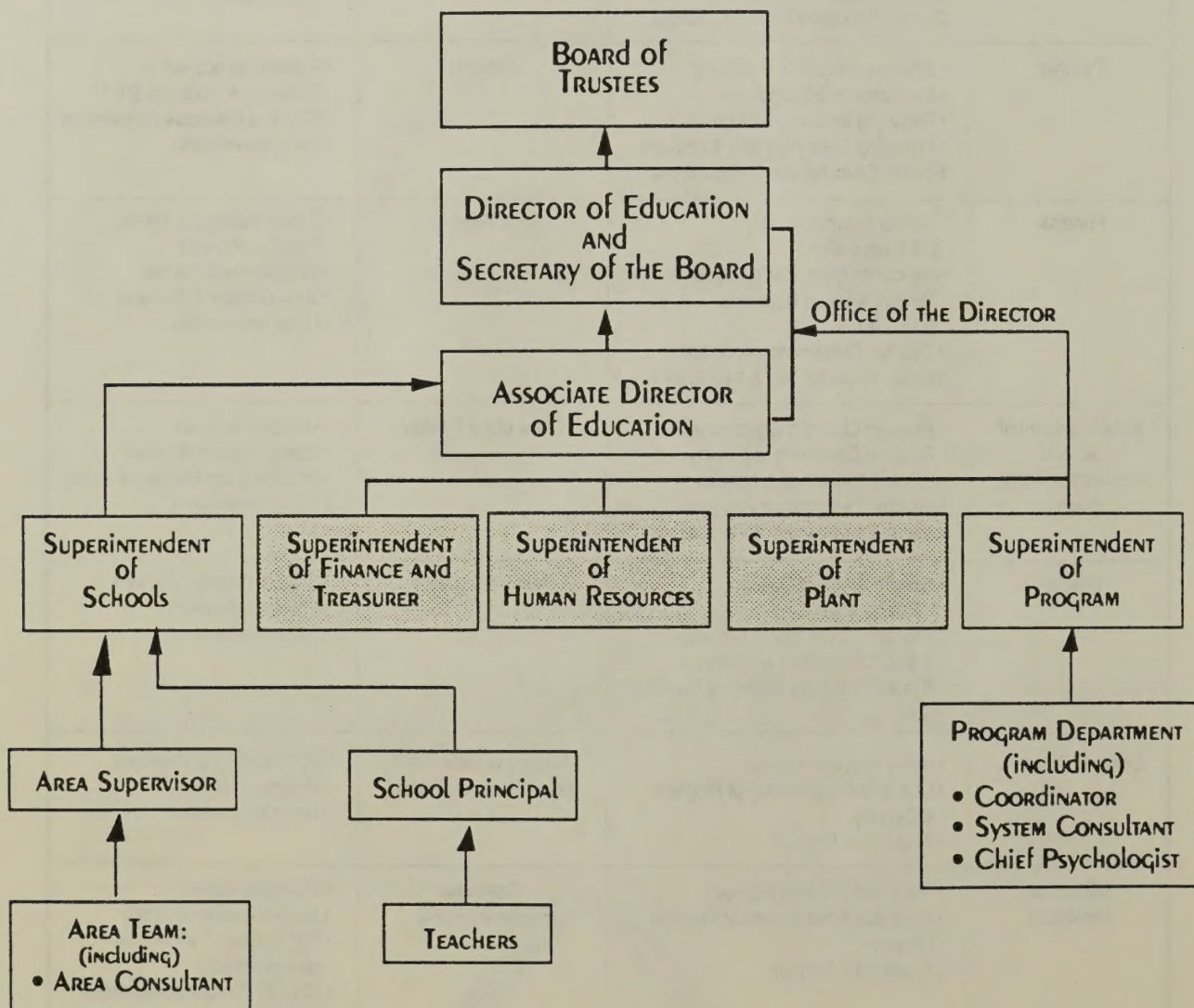


diagram 2.3
LINES OF REPORTING

Because of the numerous changes in the System, the lines of reporting for Program Accountability should be reviewed.

3. The Relationship of Personnel Evaluation to Program Accountability

Clearly all levels of education in the Province have a role to play in the effective development and implementation of program. Within our System, for staff to be accountable for performing their functions effectively, the functions must be clearly defined and communicated. Indicators of performance must be developed and implemented, and processes for assessing performance and providing appropriate in-service put in place. Finally, staff must be allocated and deployed in terms of program need.

The following chart summarizes current practice in Personnel Evaluation in Hamilton.

ACCOUNTABILITY: SYSTEM PERSONNEL EVALUATION

PERSONNEL	EVALUATOR	WHAT	HOW	EVALUATOR REPORTS TO
Classroom Teacher	Principal	Performance in terms of established criteria in Operating Procedures ST-1, ST-3	Procedures outlined in Operating Procedures ST-1, ST-3 and collective agreements	Superintendent of Schools
Department Head	Principal	Performance in terms of criteria in Reg. #262	Process outlined in collective agreements	Superintendent of Schools
Principal	Superintendent of Schools	Performance in terms of criteria in the Education Act & Reg. #262	Process outlined in collective agreements	Associate Director
Superintendent	Director and Associate Director	Performance in terms of • Education Act • Reg. #276 • Manager's Letter	Formal review and evaluation	Board of Trustees
Associate Director	Director	Performance in terms of • Education Act • Reg. #276 • Manager's Letter	Formal review and evaluation	Board of Trustees
Director	Board of Trustees	Performance in terms of criteria and objectives	Meeting of Board and Director	Minister of Education
System Consultant	Superintendent of Program	Performance in terms of assigned responsibilities	Process outlined in collective agreements	Office of the Director
Coordinator	Superintendent of Program	Performance in terms of assigned responsibilities	Process outlined in collective agreements	Office of the Director
Area Supervisor	Superintendent of Schools	Performance in terms of assigned responsibilities	Process outlined in collective agreements	Associate Director
Area Consultant	Superintendent of Schools	Performance in terms of assigned responsibilities	Process outlined in collective agreements	Associate Director

The present personnel evaluation models should be reviewed.

THE UNIVERSITY OF CHICAGO
 DIVISION OF THE PHYSICAL SCIENCES
 DEPARTMENT OF CHEMISTRY
 5700 S. DICKINSON DRIVE
 CHICAGO, ILL. 60637
 TEL: 773-835-5000
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CHARLIE WHITE	3456 N. LAKE ST.	CHICAGO	ILL.	60642
DAVID GREEN	4567 W. MADISON ST.	CHICAGO	ILL.	60641
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FRANK GRAY	6789 N. WINDY AVE.	CHICAGO	ILL.	60643
GRACE HILL	7890 S. PULASKI AVE.	CHICAGO	ILL.	60612
HELEN WATSON	8901 W. FULLER ST.	CHICAGO	ILL.	60656
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ZACHARY PERKINS	6789 W. FULLER ST.	CHICAGO	ILL.	60656

4 Recommendations

The Program Accountability Action Team respectfully recommends:

- 4.1 That the Director strike a committee consisting of Staff and Trustees to review the current lines of reporting, the Committee to report with recommendations by June 1993.
- 4.2 That the Human Resources Department in consultation with the Program Department, Area Offices and Branch Affiliates review the current personnel evaluation models and procedures, and report to the Board with recommendations by June 1993.
- 4.3 That the Program Department in collaboration with the Area Offices, the schools and the Branch Affiliates:
 - review current roles and functions of staff in program review, development and implementation, and report to the Board with recommendations by February 1993;
 - develop a role/function model for effective program review, implementation and delivery in the '90's, together with an implementation plan, and report to the Board by December 1993.
- 4.4 That the Program Department in collaboration with the Area Offices and the schools:
 - review current practice in reporting student progress to parents and report to the Board with recommendations by April 1993.

5. Appendices

5.1 Previous and Current Reviews

5.1.1	<i>National</i>	
	School Achievement Indicators Program	1993
	(Reading, Writing, Mathematics)	
5.1.2	<i>Provincial</i>	
	Ontario Academic Course Teacher In-service Program (OAC-TIP)	
	English	1987
	Visual Arts	1989
	Calculus	1990
	Economics	1991
	Accounting	1991
	Français	1991
	Physics	1992
	Chemistry	1992
	Geography	1993
	History	1993
	FSL	1993
	<i>Provincial Review Program</i>	
	Grade 9 Geography	1986-87
	Senior Chemistry	1987-88
	Senior Physics	1987-88
	Grade 6 Reading	1988-89
	Grade 6 Mathematics	1988-89
	Grade 8, 10, 12 Mathematics	1989-90
	Grade 8 Science	1990-91
	Grade 12 Writing	1991-92
	Grade 9 English	1992-93
	<i>Provincial Benchmarks Project</i>	
	Mathematics (Grade 3, 6, 9)	1993
	Languages (Grade 3, 6, 9)	1993
5.1.3	<i>Board Reviews</i>	
	Drama (Grade 7-12/OAC)	1988
	Grade 8 Core French	1988-1992
	Family Studies	1989
	Secondary School Study	1989-1991
	Outdoor Education	1990
	Co-operative Education	1991
	Middle School	1991
	Writing to Read	1991
	Psychological Review	1991
	Action Teams	1991-92
	The Arts (Grade 6, 7, 8)	1992
	Growing into Language	1992

Education Centre
100 Main Street West
Hamilton, Ontario
1992 10 01

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Co-operative Education Review

The Co-operative Education Review was initiated in September 1990 in order to review the degree to which Co-operative Education in our Board met Ministry of Education expectations stated in the 1989 document: Co-operative Education Policies and Procedures for Ontario Secondary Schools.

Review survey materials were completed by students, parents, co-operative education teachers, subject teachers and co-operative education employees.

Data includes both qualitative (comments, interviews) and quantitative (rating scales) information about PROGRAM DELIVERY, PROGRAM OUTCOMES AND STUDENT OUTCOMES.

The Co-operative Education System Review Report provides a summary of the process and results with accompanying recommendations for future action.

Recommendation

That the Co-operative Education Review Report be received for information.

Prepared by: Co-operative Education Review Committee

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director and Secretary of the Board

Co-operative Education
System Review
June 1992

Co-operative Education

System Review

June 1951

Co-operative Education Review JUNE 1992

STEERING COMMITTEE MEMBERSHIP

AL SCOTT, Area 3 Supervisor - Chairperson (1990-91)
 RAYMOND THERRIEN, Vice-Principal - Chairperson (1991-92)
 BILL BROWN, Co-operative Education Consultant - Secretary
 LEE SWAN, Principal
 CONNIE KIDD, Program Research Analyst
 PAT BOUDREAU, Guidance Head
 EILEEN O'SULLIVAN, Co-operative Education Teacher
 GERRY MCCARTHY, Co-operative Education Teacher
 CATHI ALCHIN, Co-operative Education Teacher (February-May 1992)
 JAMIE QUINN, Co-operative Education Teacher (February-May 1992)

WORKING COMMITTEE MEMBERSHIP

MARG ROBERTS, Co-operative Education Teacher.....Westdale
 CATHI ALCHIN, Co-operative Education Teacher.....Hill Park
 JOAN O'HARA, Co-operative Education Teacher.....Westdale
 PETER WHYTE, Co-operative Education Teacher.....Hill Park
 DOROTHY WILLSON, Co-operative Education Teacher.....Sherwood
 IN WEINGARTNER, Co-operative Education Teacher.....Caledon
 JAMIE QUINN, Co-operative Education Teacher.....Glendale
 RON LEWIS, Co-operative Education Teacher.....Sir Winston Churchill

CONSULTING COMMITTEE MEMBERSHIP

Employers

LAURA KREVENKY, Store Supervisor.....Canadian Tire Store
 Centre Mall
 President.....Hamilton-Wentworth
 Co-operative Education
 Advisory Committee
 SHIRLEY TURKSTRA, Executive Director.....McMaster Children's Centre
 McMaster University

STUDENTS

ANNA-MARIE RICHARDSON, Co-operative Education Student.....Sir Allan MacNab
 JEANETTE VIZE, Co-operative Education Student.....Sir Allan MacNab
 JENNIFER RUTHERFORD, Co-operative Education Student.....Sir Allan MacNab
 HALDANE INNISS, Co-operative Education Student.....Sir Allan MacNab

CLERICAL Assistants

ZORA MILANOVIC (JEP).....Co-op Dept. (Program)
 KATHY MACDONALD.....Co-op Dept. (Program)

Comparative Education Review JUNE 1992

Editorial Introduction

The purpose of this journal is to provide a forum for the exchange of ideas and information on comparative education. It is a journal for those who are interested in the study of education in different cultures and societies. The journal is open to all who are interested in the field, and it is particularly interested in the work of those who are working in the field of comparative education. The journal is a forum for the exchange of ideas and information on comparative education. It is a journal for those who are interested in the study of education in different cultures and societies. The journal is open to all who are interested in the field, and it is particularly interested in the work of those who are working in the field of comparative education.

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Co-operative Education Review

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NOTE: Copies of the Surveys used are available through Avanell Scherer,
Co-ordinator of Business and Co-operative Education

Cooperative Education Review

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- 2. Discussion
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APPENDIX

- 1. List of the Committee
- 2. Checklist of the Review Process
- 3. Summary of the Review Process
- 4. Summary of the Review Process

NOTE: The review process and results are confidential and should not be distributed outside the review team.

THE GOALS OF CO-OPERATIVE EDUCATION WITHIN THE HAMILTON BOARD OF EDUCATION

TO EMPLOYERS:

1. provides an excellent source of well-trained potential employees, both permanent and part-time;
2. ensures that employers participate directly in the educational process to help keep in-school courses relevant to the changing workplace;
3. provides an opportunity for participating employers to develop supervisory skills;
4. permits business and industry to enhance their corporate image through their direct involvement with the community they serve;
5. provides an opportunity for employers to see the relevance of the in-school training process.

TO SCHOOLS:

1. helps to keep teachers and students aware of current trends in and requirements of business, industry, and labour;
2. helps schools to provide relevant, practical experiences for students that complement and reinforce the material taught in class;
3. supports the efforts of schools to help students make informed educational and career choices;
4. provides schools with the opportunity to reflect the attitudes and expectations of business, industry, and labour in the curriculum.

TO STUDENTS:

1. broadens students' experience by allowing them to apply the knowledge, skills, and attitudes learned in the classroom;
2. provides an opportunity for students to observe and operate equipment that is not available in the school;
3. enhances students' ability to make informed decisions about post-secondary educational and employment opportunities by enabling them to explore possible career plans;
4. helps students to develop good work habits and increased self-confidence;
5. develops students' awareness of business and industrial needs and demands;
6. provides an opportunity for students to obtain permanent employment more quickly because of the experience they have gained;
7. provides students with an alternative method of earning credits;
8. facilitates students' adjustment to the world of work;
9. provides an opportunity for students to obtain a reference to use when seeking employment or admission to post-secondary education programs;
10. enhances students' awareness of the range of employment related to their field of interest.

THE GOALS OF CO-OPERATIVE ACTION WITHIN THE HAMILTON BOARD OF EDUCATION

GOALS

1. To provide for the development of the individual child in his physical, intellectual, emotional and social aspects.
2. To provide for the development of the individual child in his intellectual aspects in order that he may be able to contribute to the welfare of his community.
3. To provide for the development of the individual child in his emotional aspects in order that he may be able to contribute to the welfare of his community.
4. To provide for the development of the individual child in his social aspects in order that he may be able to contribute to the welfare of his community.
5. To provide for the development of the individual child in his intellectual aspects in order that he may be able to contribute to the welfare of his community.

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8. To provide for the development of the individual child in his emotional aspects in order that he may be able to contribute to the welfare of his community.
9. To provide for the development of the individual child in his social aspects in order that he may be able to contribute to the welfare of his community.
10. To provide for the development of the individual child in his intellectual aspects in order that he may be able to contribute to the welfare of his community.

EXECUTIVE SUMMARY

BACKGROUND

In September 1989, the Ministry of Education implemented a set of Co-operative Education Policies and Procedures of Ontario Secondary Schools. There was a need one year following the implementation date to review the degree to which Co-operative Education within our Board met stated Ministry expectations for program delivery. Since co-operative education began in 1978, there has not been a comprehensive review of program delivery and student outcomes system-wide.

RATIONALE

The purpose of the review was to assess the level of implementation of the Co-operative Education Program in relation to the 1989 Co-operative Education Document, and to examine the area of learning outcomes for students participating in the program in order to:

- determine if the aims, objectives, and method of delivery of our Co-op programs are meeting student and employer needs.
- identify the needs at a system, school, and/or area level.
- plan for future direction of Co-op programs at the secondary level.
- provide teachers with criteria for self-assessment of their Co-op program.

PROCESS

The development of the review survey materials occurred between September, 1990 and June, 1991; the data gathering involving the surveys occurred in Semester I (1991-1992) with the data-analyzing phase occurring between February and April, 1992. The final report was written in May/June, 1992. Data included both qualitative (comments, interviews) and quantitative (rating scales) information. Co-op teams, employers and subject teachers were surveyed regarding PROGRAM DELIVERY. Employers and co-op teachers were surveyed regarding GENERAL PROGRAM OUTCOMES. Parents, employers, co-op teachers, and student (both placement and comparison groups) were surveyed regarding STUDENT OUTCOMES. Co-operative teacher input and expertise was used at various points in the development and data interpretation stages.

CONCLUSIONS

I Program Delivery:

Based upon the results of the 39 items in the School Information Survey, a majority of the co-op teachers perceived our present program to meet or exceed the Ministry of Education policy direction in areas such as:

- student application procedures
- safety delivery to students

- board level co-ordination between co-terminous boards, the Ministry of Education, and the community
- student performance appraisal.

These indicate the strength of our core program.

Areas of concern with respect to the program centred around the following issues:

- lack of program co-ordination within the schools
- program supervision and administration in areas such as on-site monitoring visits and use of computers
- lack of involvement of subject teachers and parents.

II Program Outcomes

The majority of Co-op employers and teachers emphasized the positive aspects of the co-op program. These comments emphasized how the program adequately provides students with the opportunity to :

- develop a link between education and the workplace
- develop a work ethic
- explore a variety of careers,
- apply and expand skills, and
- understand how in-school curriculum relates to the world of work.

Employers also felt that working with co-op students provided their business with an opportunity to become involved in the community, and to help students mature by treating them as adults. Another important outcome was the large percentage of students who obtain full- and part-time employment as a result of co-op placements.

Suggestions for improvement were that there should be more detailed communication between employers and co-op teachers, employer evaluations need improvement, and more assigned time is needed to allow the teacher to interact at the worksite.

III Student Outcomes

The benefits of the co-op program were expressed repeatedly from all major survey participants: co-op teachers, students, employers, and parents. The comments made by survey participants were overwhelmingly positive. Comments centred around the following goals:

- the exploration of a career,
- the ability to make informed decisions about post secondary educational and employment opportunities,
- the development of good work habits and increased self-confidence,
- the awareness of the range of employment related to a student's field of interest,
- the broadening of the student's experience by the application of knowledge, skills, and attitudes learned in the classroom, and
- the facilitation of the student's transition from school to work.

It was particularly interesting to read the positive comments and support from the parents. These comments centred on the benefits of experiential learning for their sons/daughters. Also, there was a measurable effect on the program by the improvement observed in student skills and knowledge. With respect to students' attitudes and work habits, although certain subgroups of students reported higher outcomes, the whole group did not show significant overall improvement.

While quantitative results concerning student outcomes indicated a strong growth in skills and knowledge, the positive comments from students, employers, co-op teachers, and parents stressed the importance of the co-op program related to the change in attitude of the participating co-op students.

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The second part of the report deals with the specific details of the country's development. It is a very detailed and thorough study of the country's development.

The third part of the report deals with the specific details of the country's development. It is a very detailed and thorough study of the country's development. The fourth part of the report deals with the specific details of the country's development. It is a very detailed and thorough study of the country's development.

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RECOMMENDATIONS

Recommendation #1: Information from the individual school surveys should be shared with the area supervisors and school personnel from the respective schools. This will assist schools and areas with planning and implementation.

Recommendation #2: The executive summary will be made available to participating employers and parents, upon request, through the schools.

Recommendation #3: An action plan and implementation timeline will be developed under the direction of the Business Education/Co-operative Education Coordinator during the 1992-93 school year.

Recommendation #4: The action plan should clearly define the responsibilities at the system, area, and school levels. As part of the action plan, the following should be included:

- areas of concern identified in program supervision and administration such as:
 - ownership of the program by subject teachers, and
 - on-going role played by parents in the program.
- areas of concern identified in program supervision and administration such as on-site visitations by the co-op teacher, co-ordination of program delivery in the school, and the availability of computers and data base for the program.

REGISTRATION

1. The purpose of this form is to provide a means for the registration of new members of the organization. It is to be filled out by the prospective member and submitted to the appropriate authority for review and approval.

2. The information provided on this form will be used for the purpose of maintaining accurate records of the organization's membership and for the purpose of providing information to the appropriate authorities.

3. The information provided on this form will be used for the purpose of maintaining accurate records of the organization's membership and for the purpose of providing information to the appropriate authorities.

4. The information provided on this form will be used for the purpose of maintaining accurate records of the organization's membership and for the purpose of providing information to the appropriate authorities.

Co-operative Education Review

Process/Timeline

Sept. 1990

- Initiation of the Review by the Co-op Consultant
- Consultations with:
 - Superintendent & Assistant Superintendent of Program
 - Program Research Analyst
 - Co-op Teachers
 - Co-op Co-ordinator, Durham Board of Education
- Creation of Steering Committee

Feb. - June 1991

- Planning and Development
 - In-service with Co-op Teachers
 - Creation of a Working Committee
 - Clarification of Program Goals; Development of levels of use chart based on Hamilton's Program and Ministry of Education Co-op Policies and Procedures, 1989
 - Development of surveys with input from two major employers and four co-op students

Sept. 1991-May 1992

Implementation

Sept. 1991

- Week 1 Student "Pre" Survey, Semester I group
- Week 2 Student "Pre" Survey, Semester II group
- 30th Co-op Teachers Meeting: Select Working Committee

Oct. 1991

- Working Committee: Develop School Team Survey and Interview
- Working Committee: In-Service on Interviewing

Nov. 1991

- Week 1-2 School Co-op Team Survey
- Week 3-4 School Co-op Team Interview

Jan. 1992

- Week 1-3 Employer Survey
- Week 1-3 Parent Survey
- Week 1-3 Student "Post" Survey, Semester I group
- Week 1-3 Student "Post" Survey, Semester II group
- Week 1-3 Teacher Survey

Feb. 1992

- Steering Committee/Working Committee: Data Analysis and Summary of Results

Mar. 1992

- Steering Committee/Working Committee/Employers/Students: Data Evaluation - Conclusions and Recommendations

Apr. 1992

- Final Report Completed

May/June 1992

1992 - 93

- Report to Superintendent of Program and Development Committee
- Implementation of approved Review Recommendations

Co-operative Education Review

Executive Summary

1. Introduction	1.1 Purpose of the Review	1.2 Scope of the Review	1.3 Methodology
2. Findings	2.1 General Findings	2.2 Specific Findings	2.3 Recommendations
3. Conclusion	3.1 Summary of Findings	3.2 Overall Assessment	3.3 Final Remarks
4. Appendix	4.1 Data Collection	4.2 Interview Schedule	4.3 Questionnaire Results
5. Bibliography	5.1 Literature Review	5.2 References	5.3 Further Reading
6. Glossary	6.1 Definitions	6.2 Abbreviations	6.3 Acronyms
7. Index	7.1 Subject Index	7.2 Author Index	7.3 Title Index
8. Acknowledgements	8.1 Contributors	8.2 Sponsors	8.3 Reviewers
9. Contact Information	9.1 Project Manager	9.2 Contact Details	9.3 Feedback Form
10. Disclaimer	10.1 Limitations	10.2 Warranties	10.3 Liability

METHOD AND RESPONSE RATES

Participants	for PROGRAM DELIVERY	for PROGRAM OUTCOMES	for STUDENT OUTCOMES
1. EMPLOYERS	20 program description items selected for relevance to employers. - Rated 1-9: How important is this? How well is it being done? - RESPONSE RATE: 90 organizations responded regarding 155 job placements	5-item survey relating to "Goals of Co-operative Education to Employers" - RESPONSE RATE: 152 employers/supervisors reported	- Following semester I student placements, employers completed a 13-item survey for each student employed relating to "Goals of Co-operative Education to Students" - Survey delivered to students in class who delivered to employers who mailed to Research Services. - RESPONSE RATE: Employers responded regarding 133/433 students, 31%.
2. STUDENTS I) Co-op placement in Semester I (Placement Group) II) Co-op placement in Semester II (Comparison Group)	Students not surveyed.	Students not surveyed.	19 item survey relating to "Goals of Co-operative Education to Students". - For comparison to Group I students, those enrolled in Co-op, but not placed until semester II, completed surveys at the beginning and end of semester I while they attended regular classes. - Student surveys distributed by co-op teachers in class. - RESPONSE RATE: Overall 471/1144 = 41% of 1991-92 Co-op students responded PRE placement & POST placement (Sem. 1 - 54%, Sem. 2 - 26%).

Participants	for PROGRAM DELIVERY	for PROGRAM OUTCOMES	for STUDENT OUTCOMES
3. CO-OP TEACHERS/TEAMS	39-item survey describing characteristics of the school program on a scale of 1-9 where 4, 5, & 6 represent the Ministry goals for Co-op program delivery. - Interviews with school teams by a member of the Working Committee to identify factors "inhibiting" and "enhancing" attainment of Ministry goals. - RESPONSE RATE: All schools with students in Co-op first semester were surveyed and interviewed.	- Individual Co-op teachers completed a 4-item survey relating to "Goals of Co-operative Education to Schools." - RESPONSE RATE: 23/38 = 61%.	- For each semester I Co-op student, individual teachers were asked to complete a 13-item survey relating to "Goals of Co-operative Education for Students." - Surveys distributed to schools and returned in Board mail. - RESPONSE RATE: Teachers responded regarding 274/433 students, 63%.
4. PARENTS	Parents not surveyed.	Parents not surveyed.	13-item survey relating to "Goals of Co-operative Education to Students" - Surveys distributed to students in class and given to parents who mailed in. - RESPONSE RATE: Parents responded regarding 156/433 students, 36%.
5. SUBJECT TEACHERS	14 items selected for relevance to subject teachers. - rated 1-9: How important is it? How well is it being done? - Sample = subject area within a school with 10 or more co-op students. - RESPONSE RATE: 8/23 = 35%.	Subject teachers not surveyed.	Subject teachers not surveyed.

REVIEW RESULTS

This section considers the results both of program delivery as it applies to the Ministry of Education policy document and the student and employer outcomes resulting from the co-op program.

EMPLOYERS AND CO-OPERATIVE EDUCATION TEACHERS RE: I - PROGRAM DELIVERY

The results of these surveys are as follows:

AREAS OF STRENGTH

1. **Ministry Goal:** A detailed application form is submitted by each student.
Outcome: Ten schools were above the goal. The reason for the outcome was attributed to the organization of the co-op teachers and the co-operation of subject teachers within the schools in completing and returning student reference forms.

4. **Ministry Goal:** The school course calendar identifies all the subject areas which have co-operative education components giving course descriptions for each.
Outcome: Eight schools expressed the opinion they were above the goal. Organization and support within the school were cited as the primary reasons for attainment of the goal.

5. **Ministry Goal:** Student file contains: application form, teacher references, a record of prior completed credits, attendance and results of co-op and guidance teacher interviews.
Outcome: All thirteen schools' co-op staff felt this goal was reasonable and attained because of staff support.

- Ministry Goal:** Safety is a major topic.
Outcome: Ten schools were above the goal because of availability of resources on safety. Employers indicated that this goal was very important and was being done very well.

30. **Ministry Goal:** Personnel at the board level provide a liaison between co-terminus boards the Ministry of Education, and the community.
Outcome: Eight schools expressed the opinion we were above the goal because the Board has provided a Co-op Consultant.
36. **Ministry Goal:** Three formal written performance appraisals are completed for each student.
Outcome: Ten schools were above the goal both in evaluation through written employer appraisals and in the completion of student projects. Employers indicated the goal was very important and is being very well done.

AREAS IDENTIFIED FOR FURTHER ATTENTION

10. **Ministry Goal:** An individual training plan is developed within the first two weeks of the placement by the Co-op teacher and the on-site supervisor.
Outcome: Nine schools were below the goal. The Ministry timeline of two weeks was not sufficient. If computers were available, the Ministry timeline might be more reasonable. Regardless of the timeline, employers indicated that a training plan was very important and was being done reasonably well.
12. **Ministry Goal:** Short- and long-term planning occurs involving a variety of strategies WITH INPUT from parents, subject teachers, co-op supervisors, and students.
Outcome: Nine schools were below the goal because parents are not usually involved. Subject teachers seem to be involved on a regular basis only when co-op is subject-based. Employers indicated the goal was very important and perceived it to be reasonably well done.
20. **Ministry Goal:** If the monitoring teacher is not qualified in the subject area, two of the visitations include a teacher 'Qualified' in that subject.
Outcome: Eight schools were below the goal primarily because of the lack of availability and willingness of 'qualified' subject teachers to accompany the co-op teacher on the visits. Our employers see the goal as somewhat important and perceived it to be reasonably well done.
21. **Ministry Goal:** Three on-site visitations for every out-of-school credit occurs.
Outcome: Ten schools were below the goal. The teachers expressed the opinion that the lack of time prevented them from achieving the goal. They also expressed the feeling the employer did not want the number of teacher visits suggested by the Ministry. Our employers felt the Ministry goal was very important and was being carried out reasonably well. (Note: Employers may have perceived the goal as three visitations per student placement when, in fact, a majority of students receive two credits and thus would require six visitations.)

26. **Ministry Goal:** Co-op teachers have adequate timetable allowance.
Outcome: Eight schools were below the goal. Reasons given included the lack of available time and too many students per timetable line (as per contract, 1 line for 13 students - composite schools; 1 line for 12 students - vocational schools). Lack of understanding by administration of the time and detail required by the program was also considered a factor.
27. **Ministry Goal:** A qualified individual is in a position of responsibility to co-ordinate program delivery in the school.
Outcome: (Note: Hamilton currently has no department heads in co-op.) Eight schools were below the goal because no positions of responsibility were designated. Informal delegation of responsibility may have been assigned in the other schools.
32. **Ministry Goal:** (Under the heading of Program Resources). Ready access to a computer and telephone is available.
Outcome: Eleven schools expressed the opinion that they were below the goal. It was felt that the lack of computers as a resource did not allow them to meet the Ministry Goal for effective program administration.
3. **Ministry Goal:** The co-op teacher, subject teacher, student services, school administration, parents, and employer/supervisor act as resources for students. Secretarial support is available.
Outcome: Nine schools were below the goal. The responses centred around lack of support staff. Our employers believed the overall goal to be very important and perceived we were doing reasonably well.
38. **Ministry Goal:** Students, employers, and parents are given an opportunity to evaluate the course, training station, and related classroom activities.
Outcome: Eight schools were below the goal because co-op staff felt it was unreasonable to expect parents and employers to evaluate **all** aspects because of their lack of involvement in some areas. Employers indicated the goal was very important and perceived it was being reasonably well done.

SUBJECT TEACHERS RE: PROGRAM DELIVERY

Selected subject teachers whose students were participating in co-op semester one, and whose co-op credits were tied to that teacher's subject, were requested to complete the subject teachers' survey.

The response rate from subject teachers was very weak. The reasons for such a response might be attributed to one or more of the following:

- the survey was administered toward the end of January, 1991. This could have conflicted with other subject-teacher activities at the conclusion of the semester.
- the process of working with department heads may require improvement to communicate more effectively with subject teachers.
- the subject teachers may feel insufficient ownership of the program to comment about it in the kind of detail required by the survey.

The steering committee strongly believed the final reason stated above accounted for the low response rate. The committee, as part of the recommended action plan, urges special attention be focused on this issue.

II - PROGRAM OUTCOMES

Comments of Employers re: Program Outcomes

The following comments are in response to the Co-operative Education Program goals.
(Employer Information Survey Section A,)

Positive Comments
41

Negative Comments
7

Neutral Comments
17

The majority of the positive comments centred around the co-op program providing a link between education and the world of work, the development of a work ethic, and the opportunity for career exploration.

Other positive comments emphasized the benefits of community involvement in education, development of skills, the contribution of students to the workplace, the relevance of in-school curriculum, the opportunity for students to be treated as adults and, in a few cases, full and part-time jobs.

Examples:

- "We feel the program has worked very well in exposing the student to various professions and will likely help them in their future career choices."
- "The opportunities for both staff and students who are involved in this program are extremely valuable for skill development."
- "Co-op students are treated as regular employees, so our staff deals with them as co-workers rather than in a supervisory capacity."
- "We greatly enjoy the opportunity to show a student the reality of work and the value of the educational component."
- "It is very important for the employer to assist in the education of the student."

Suggestions :

- need better matching between student/employer expectations
- need improved public relations
- inform employers what is learned in orientation and reflective learning
- employer evaluations need improvement (more specific yet simple)
- more assigned time needed to allow the co-op teacher to interact at the worksite

REVIEW RESULTS

III - STUDENT OUTCOMES

This report presents qualitative results in the form of comments made by all participants, and quantitative results obtained from the rating scales that participants were asked to complete.

The student surveys were administered prior to and following the first semester of the 1991-92 school year to co-op students who were placed in jobs in first semester (the "Placement" group), and to those who would not be placed until second semester (the "Comparison" group). The surveys contained 14 student outcome items. The relationships among these 14 items were analyzed^{T1} to determine whether they each represented a different outcome, or whether some or all were measuring the same outcome. (Appendix IV). Results indicated that the 14 student outcome items are effectively described by two constructs: Skills and Knowledge^{T2} and Attitudes and Work Habits^{T2}.

"Skills and Knowledge" and "Attitudes and Work Habits" were evaluated further to answer the following questions about the nature and extent of program effectiveness:

- 1) Does the co-op program and placement have significant effects on student "Skills and Knowledge" and/or on student "Attitudes and Work Habits"^{T2}?
- 2) If so, how important are these effects?

Results of a multiple regression analyses^{T3} addressing these questions are presented in Tables 1 and 2. In summary, students placed in co-op demonstrated a significant advantage over students not placed on items related to "Skills and Knowledge" gained from co-op experience (eg. working with others, making decisions, etc.). With respect to "Attitudes and Work Habits," a significant gain was not apparent for the group as a whole, but was evident for female co-op students, advanced level students, and for those planning to go to university.

TABLE 1 - SKILLS AND KNOWLEDGE

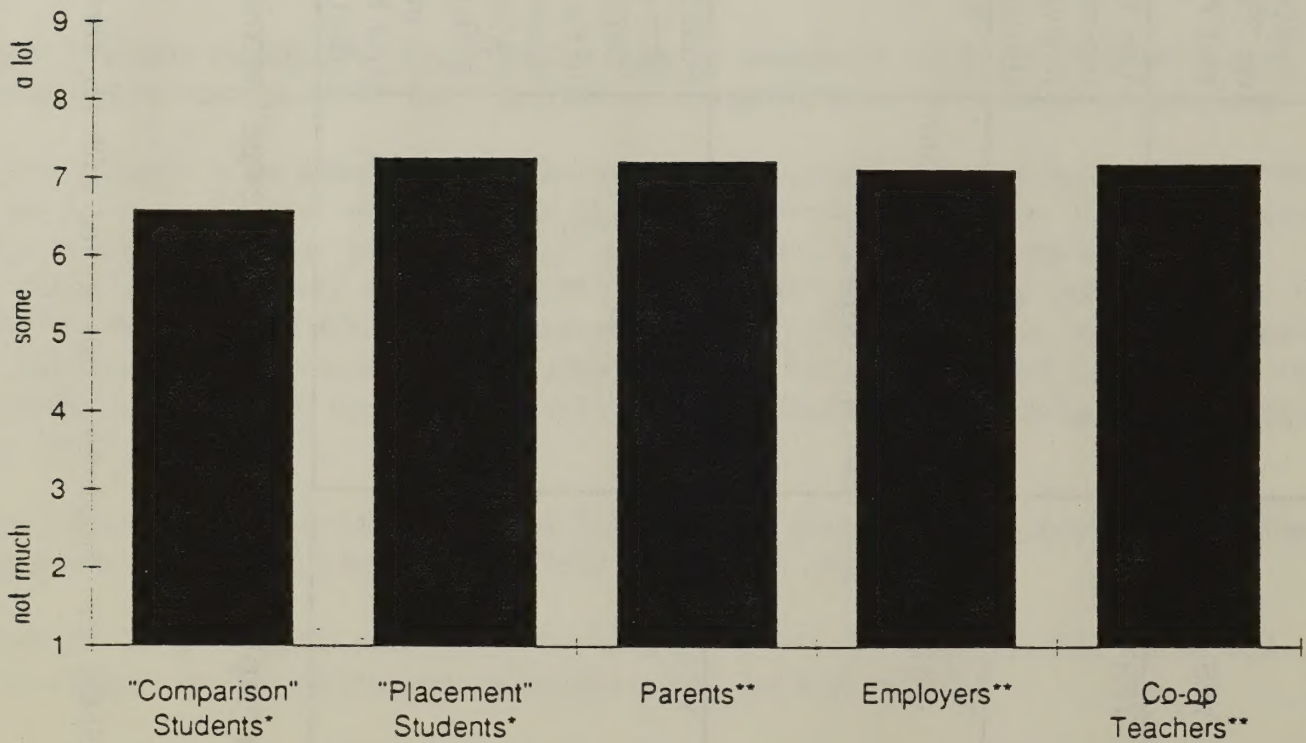
Factors Evaluated	Significant Effect?	Size of Effect*	Interpretation
Skills and Knowledge reported in Sept.	YES	13%	These factors were included to control students' (Sept.) expectations of co-op effects on "Skills and Knowledge" and "Attitudes and Work Habits."
Attitudes and Work Habits reported in Sept.	YES	1%	
Exceptional Student Status	YES	1%	The 37 exceptional students in the study reported lower gains in "Skills and Knowledge" than non-exceptional students ^{T4} .
• Type of Job^{T8} • Gender • Year (9-OAC + Adult) • Type of Subject Linked to Placement^{T8} • Plans After Graduation (job, college, university, etc.)	NO	(Though not individually significant, in total, these factors accounted for 2%).	See T8
Co-op Placement ^{T5}	YES	6%	Students placed in a co-op job during first semester reported significantly higher "Skills and Knowledge" outcomes relevant to co-op at the end of the semester than those who attended school during the same period. Co-op placement, thus, had a statistically significant effect, accounting for 6% of the change in self-report ^{T6} of "Skills and Knowledge," a commendable program effect.

Total amount of change in student perceptions of "Skills and Knowledge" accounted for by the factors studied:
23%

* Read " ___ % of the change in student "Skills and Knowledge" is associated with the corresponding factor evaluated..

Figure 1. Outcomes in Student "Skills and Knowledge"

Co-op placement students, their teachers, employers and parents felt that the program had "a lot" of effect on related "Skills and Knowledge".



* Student scores are adjusted for the effects of factors listed in Table 1.

** Parents, employers and Co-op teachers were surveyed only for "Placement" students.

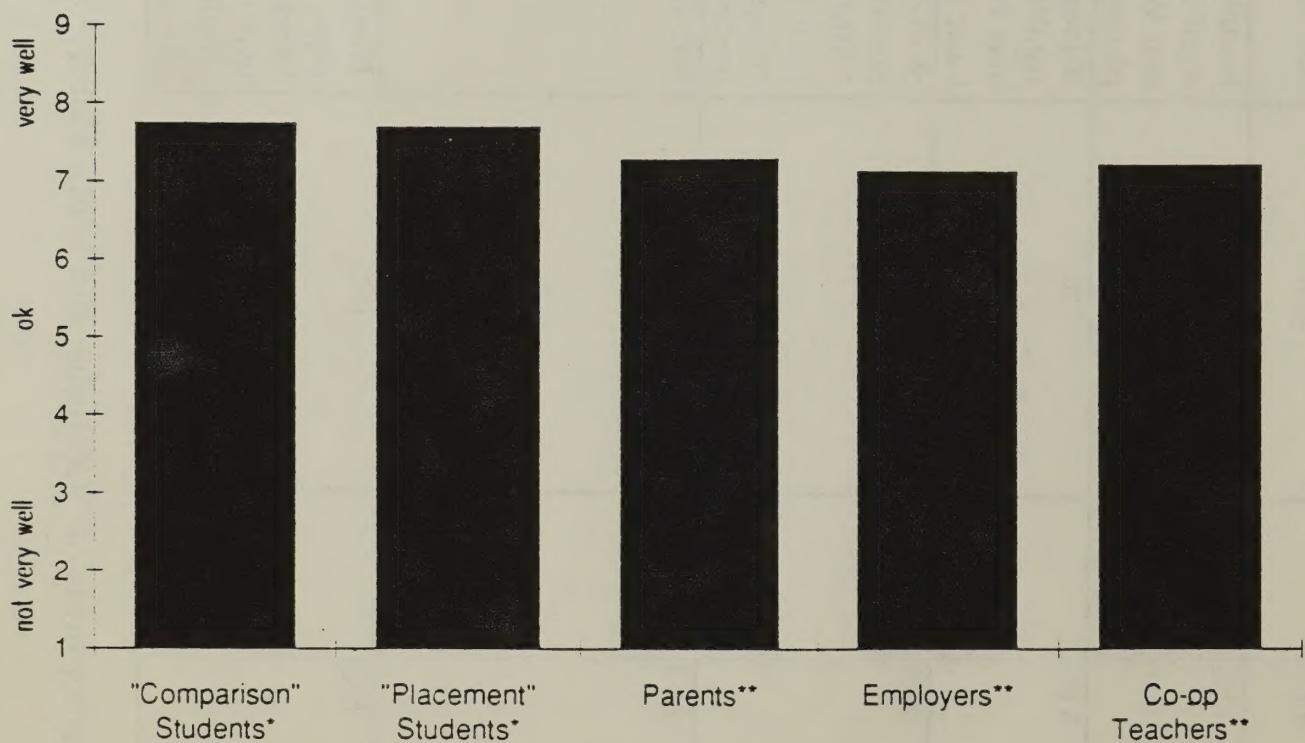
TABLE 2 - ATTITUDES AND WORK HABITS

Factors Evaluated	Significant Effect?	Size of Effect	Interpretation
Attitudes and Work Habits reported in Sept.	YES	41%	See "Co-op Placement" below.
Gender	YES	less than 1%	Female students (n=241) reported significantly higher outcomes in "Attitudes and Work Habits" following co-op placement than male students (n=137).
Level in School	YES	1%	Advanced level students (n=222) reported significantly higher outcomes in "Attitudes and Work Habits" than general (n=149) and basic (n=7) level students.
Plans following high school	YES	2%	Students intending to go to university reported (n=129) significantly higher "Attitudes and Work Habits" outcomes than those intending to go to community college (n=166) or into the work force (n=58).
• Skills and Knowledge reported in Sept. • Type of Job T8 • Year in School (9-OAC + Adult) • Type of Subject Linked to Placement T8 • Exceptional Student Status	NO	0%	See T8
Co-op Placement	NO	0%	Though certain subgroups of students report higher outcomes in "Attitudes and Work Habits" than others (see above), there was no significant improvement for the whole group of co-op students placed in jobs compared to those not placed.

Total amount of change in student perceptions of "Attitudes and Work Habits" accounted for by the factors studied:
44%

Figure 2. Outcomes in Student "Attitudes and Work Habits"

Co-op placement students and comparison students both reported high levels of "Attitudes and Work Habits", as did their employers, parents and teachers, though at slightly lower levels.



* Student scores are adjusted for the effects of factors listed in Table 2.

** Parents, employers and Co-op teachers were surveyed only for "Placement" students.

Comments of "Placement" Students September 1991

Positive Comments	Negative Comments	Neutral Comments
64	0	5

The vast majority of positive comments were related to program goal #3 "enhances students ability to make informed decisions about post secondary educational and employment opportunities by enabling them to explore possible career plans," and goal #10 "enhances students' awareness of the range of employment related to their field of interest." A few of them related to goal #1 "broadens students' experience by allowing them to apply the knowledge, skills, and attitudes learned in the classroom," goal #5 "develops students' awareness of business and industrial needs and demands," goal #7 "provides students with an alternate method of earning credit," and goal #8 "facilitates students' adjustment to the world of work."

EXAMPLES:

- "I think co-op gives students a chance to find out what they want to do in the future."
- "Co-op is a great chance to decide what you want to do after high school."
- "I hope this co-op program helps me out with my career."
- "I'm hoping my co-op placement will give me an advantage in applying to college."

Comments of "Placement" Students January 1992

Positive Comments	Negative Comments	Neutral Comments
121	14	2

The majority of comments were positive and related to career exploration and adjustment to the world of work.

EXAMPLES:

- "I enjoyed my co-op placement and felt it helped me realize some of the expectations of a career in the medical field."
- "Co-op gives students a chance to learn while working in an adult environment."
- "Co-op is the best thing that happened to me. I'm very excited about my future."
- "Co-op has opened my eyes to the ways of the working world. I feel I've learned more in co-op than the first four years of my high school life."

Comments of "Comparison" Students September 1991

Positive Comments	Negative Comments	Neutral Comments
45	3	5

The vast majority of the positive comments related to goal #3 "enhances students' ability to make informed decisions about post secondary educational and employment opportunities by enabling them to explore possible career options," and goal #10 "enhances students' awareness of the range of employment related to their field of interest." A few related to goal #4 "helps students to develop good work habits and increased self-confidence," goal #7 "provides students with an alternative method of earning credits," and goal #8 "facilitates students' adjustment to their world of work."

EXAMPLES:

- "Co-op will help me in having some real experience."
- "I hope that my co-op placement will enrich my background in dealing with the public."
- "I think this will help me in my future career plans."

Comments of "Comparison" Students January 1992

Positive Comments	Negative Comments	Neutral Comments
27	1	5

The majority of comments were positive and related to career plans.

EXAMPLES:

- "Many of my friends have taken co-op and really enjoyed it."
- "I hope that my co-op placement will help me decide what career I want to get into. School's very important and a university education to me is a necessity."
- "I feel that co-op is a valuable opportunity to gain some real-life practical experiences."

Comments of Co-op Teachers re: Student Outcomes

Positive Comments
24

Negative Comments
5

Neutral Comments
0

The majority of co-op teachers emphasized the personal growth of students (re: confidence and maturity) as well as the adjustment of the student to expectations in the world of work. The other group of comments generally centred around the positive experience of co-op in general for the student.

EXAMPLES:

- "Her attitude and work habits have improved immensely in this placement. Her self-concept has been enhanced by all the positive feedback."
- "He has even encouraged his friends to stay in school and do well because he learned how demanding the work force is!"
- "An excellent student who is being recommended for part-time and summer employment."

Comments of Parents re: Student Outcomes

Positive Comments
75

Negative Comments
5

Neutral Comments
4

The majority of positive comments related to the students making better career/future plans, developing better work habits, improving self-confidence, and facilitating students' adjustment to the world of work:

EXAMPLES:

- "This program has boosted my daughter's self-esteem. She is much more positive and self-motivated now."
- "My son learned to work on his own and be responsible for his own actions."
- "The best thing that ever happened to my son. He can now identify with his career choice. Co-op should be mandatory in grades 11 or 12."
- "First-hand experience is ten times more valuable than a mother's advice."
- "This co-op course has changed him to such a degree. He is not the same boy. Taking this course has changed him from a boy to a "responsible man". Now he wants to go to college. Excellent progress in such a short time."
- "... she began to hate school and this gave her the needed break away from regular school. In turn, she is anticipating going back to a regular classroom setting next semester."

Comments of Employers re: Student Outcomes

Positive Comments	Negative Comments	Neutral Comments
41	5	11

The positive comments centred around the areas of personal growth (independence, confidence, responsibility, creativity, reliability, team work, decision-making, initiative), career development and exploration and the development of skills related to the 'real world' (eg. work ethics, job performance, communication).

The negative comments focused on improving student evaluation forms.

EXAMPLES:

- "She has become a great deal more independent and confident in her work habits."
- "Because of this placement, she has found something she likes to do and may be capable of doing in the future."
- "The co-op program gives students an idea of what career is suitable for them."
- "The placement allows the student to experience the real world."
- "The student we had this term was an asset to our team."
- "He was responsible, reliable, creative, and worked well with others."
- "The student has to work with a team of professionals and is considered a team member. The student is exposed to a wide variety of health care programs and procedures."
- "I think greater emphasis should be on the professional image of paper work - journals, assignments."
- "The co-op program is invaluable for students to see what the "real world" is all about. It may direct them toward future career selections."

appendices

For the purpose of this study, the following data were collected:

Date	Time	Location	Weather	Observations	Remarks
1/1/20	08:00	Forest	Clear	No birds seen	Start of day
1/1/20	09:00	Forest	Clear	No birds seen	Continued
1/1/20	10:00	Forest	Clear	No birds seen	Continued
1/1/20	11:00	Forest	Clear	No birds seen	Continued
1/1/20	12:00	Forest	Clear	No birds seen	Continued
1/1/20	13:00	Forest	Clear	No birds seen	Continued
1/1/20	14:00	Forest	Clear	No birds seen	Continued
1/1/20	15:00	Forest	Clear	No birds seen	Continued
1/1/20	16:00	Forest	Clear	No birds seen	Continued
1/1/20	17:00	Forest	Clear	No birds seen	Continued
1/1/20	18:00	Forest	Clear	No birds seen	Continued
1/1/20	19:00	Forest	Clear	No birds seen	Continued
1/1/20	20:00	Forest	Clear	No birds seen	Continued
1/1/20	21:00	Forest	Clear	No birds seen	Continued
1/1/20	22:00	Forest	Clear	No birds seen	Continued
1/1/20	23:00	Forest	Clear	No birds seen	Continued
1/1/20	24:00	Forest	Clear	No birds seen	Continued
1/1/20	25:00	Forest	Clear	No birds seen	Continued
1/1/20	26:00	Forest	Clear	No birds seen	Continued
1/1/20	27:00	Forest	Clear	No birds seen	Continued
1/1/20	28:00	Forest	Clear	No birds seen	Continued
1/1/20	29:00	Forest	Clear	No birds seen	Continued
1/1/20	30:00	Forest	Clear	No birds seen	Continued
1/1/20	31:00	Forest	Clear	No birds seen	Continued
1/1/20	32:00	Forest	Clear	No birds seen	Continued
1/1/20	33:00	Forest	Clear	No birds seen	Continued
1/1/20	34:00	Forest	Clear	No birds seen	Continued
1/1/20	35:00	Forest	Clear	No birds seen	Continued
1/1/20	36:00	Forest	Clear	No birds seen	Continued
1/1/20	37:00	Forest	Clear	No birds seen	Continued
1/1/20	38:00	Forest	Clear	No birds seen	Continued
1/1/20	39:00	Forest	Clear	No birds seen	Continued
1/1/20	40:00	Forest	Clear	No birds seen	Continued
1/1/20	41:00	Forest	Clear	No birds seen	Continued

Hamilton Board of Education Co-operative Education

LEVELS OF USE CHART

STUDENT NEEDS: the modification of program to accommodate individual differences

	1	2	3
1. Assessment of Individual's Needs/Differences A. Application form B. Interview C. Personnel involved	An application form is submitted by each student. An interview between the co-op teacher and student is held. The assessment process does not involve all the potential partners: administration, parents, guidance personnel, and subject teachers.	A detailed application form is submitted by each student. A structured interview is conducted prior to the start of the course between the co-op teacher and potential co-op student. Administration, parents, guidance personnel, and the subject teacher are all involved in the assessment of the student. Counselling occurs to match the student's educational and career goals. Student is interviewed by the employer.	A detailed application form, along with teacher references, is submitted by each student. Interviews are conducted by the co-op teacher, subject teacher, and guidance personnel. In addition to counselling, assessment and interest testing is conducted to determine student ability level and goals.

2. Resulting Documentation A. Course calendar B. Record of teacher observations	The school course calendar identifies Co-operative Education as a mode of delivery to meet individual student needs. Some results of teacher observations are recorded and maintained in student files.	The school course calendar identifies all the subject areas which have co-operative education components and gives course descriptions for each. The student file contains the application form, teacher references, record of prior successfully completed credits, and results of co-op and guidance teacher interviews.	In addition, interest test results and records of all interviews are kept in student files.
3. Eligibility A. Restrictions	One or two restrictions are in place.	Students in senior level courses at all levels of ability are eligible. Students in junior level courses are eligible upon recommendation of the principals. The in-school component must have been successfully completed no later than the previous school year or being taken concurrently with the out-of-school component.	Students of diverse levels of ability are actively encouraged to participate throughout their high school career.
4. Relationship Between Assessment and Program Modification A. Program modification	Some program modification has occurred but not in all potential program areas.	Standard program caters to the needs of students based on modification of time, placement variety, content, and credit value.	Multiple programs are in place to meet individual student exceptionalities. Modification is an ongoing process.

PLANNING: the organization of all instructional components to achieve program objectives

	1	2	3
1. Pre-placement Orientation A. Hours B. Personnel C. Focus	Some pre-placment orientation occurs. Pre-placement orientation is delivered by the co-op teacher to a group of students with a minimum 10 hours prior to placement, where safety is a major topic.	Pre-placement orientation is delivered by co-op teachers for students in group environment with a minimum of 20 hours prior to student placement. Safety is a major topic.	Pre-placement orientation exceeds 20 hours.
2. Student Training Plans A. Personnel involved B. Timing C. Approval D. Link to subject area E. Sequential training objectives F. Update/ modification	A training plan is developed before the student placement finishes. An individualized training plan is developed within the first month of the student's placement by the co-op teacher and the on-site supervisor. Update and modification of T.P. occurs over the course of the student placement.	An individualized training plan is mutually developed by the student's on-site supervisor and the teacher responsible for the monitoring and evaluation of the student. The training plan is developed within the first two weeks the student is at the placement. The training plan approved by the principal's delegate is linked to the in-school subject area and reflects the sequential training objectives. Update and modification of the training plan occurs over the course of the student placement.	An advisory committee is involved in the development of the training plan. The student is involved in the generation and updating of the training plan.

3. Program Planning A. Personnel B. Term C. Goals/Strategies	Planning occurs for the group but not the individual student. In addition to the co-op teacher, some of the other parties are involved. Short- and long-term planning occurs involving a variety of strategies that could allow input from parents, subject teachers, co-op supervisors, and students.	Short- and long-term planning occurs, involving a variety of instructional strategies with input from parents, subject teachers, co-op supervisors, and students.	Advisory committees including all participants and community representatives are involved in establishment of short- and long-term goals and instructional strategies.
4. Employer Selection A. Work Placement/Site Evaluation	Employers are initially screened but are not involved in planning during the initial student placement. Employers are surveyed to determine what requirements of the program can be provided and involved during the student's placement.	Employers are pre-screened to ensure requirements of the program will be met and are mutually involved in planning during the student placement.	In addition to pre-screening and mutual formative planning, mutual summative evaluation of all co-op employers occurs relating to future program participation.

INTEGRATION: the relationship between the in-school and out-of-school activities

	1	2	3
1. Integrative Learning A. Hours B. Strategies C. Personnel	The co-op teacher organizes FEWER than 10 hours of scheduled integrative/reflective learning. Some but not all strategies are utilized.	The co-op teacher organizes ten hours of scheduled sessions throughout the out-of-school term with the students meeting together as a group. A variety of strategies are used including seminar presentations, logs, diaries, observation reports, and journals.	More than 10 hours of integrative/reflective sessions are held either at the school or off-site and may include parents, peers, supervisors, and other resource people.
2. In-School and Out-of-School Component A. Strength of relationship	The out-of-school component may be vaguely or not at all related to the in-school course of study.	The out-of-school component is directly related to the in-school course of study.	The out-of-school component is directly related to the in-school course of study, providing enrichment opportunities for individual students.

STRATEGIES: the methods and learning activities used to achieve the objectives of the program

	1	2	3
1. Variety A. Individual student strengths and needs B. Curriculum objectives C. Effective use of available resources D. Current research E. Program evaluation	A variety of teaching and instructional strategies are used on a regular and planned basis, with emphasis on two criteria: a) achieving objectives of the program b) employing resources effectively	A wide variety of teaching and instructional strategies are used on a regular and planned basis considering: a) individual student strengths and needs b) objectives of the program c) available resources Examples: group work, case studies, independent study, etc.	An integration of flexible teaching and instructional strategies with the total school program is used systematically considering: a) individual student strengths and needs b) objectives of the curriculum c) available resources d) current research e) program evaluation
2. School/Employer/Student Involvement A. Personnel B. Extent/nature of involvement	The co-op teacher directs student learning with input from the student and employer/supervisor. Teacher arranges placement and employer directs student learning.	Subject teachers, employers/supervisors, and students are often encouraged to assist in the planning and design of methods and learning activities.	Subject teachers, employers/supervisors, and students are systematically encouraged to make team program design decisions such as choosing a co-operative learning style throughout the Co-op experience. Advisory committees play a supportive role.

MONITORING: the process involving visitation of training stations to evaluate student progress

	1	2	3
1. Human Resources A. Personnel	On-site monitoring involves the co-op teacher, student, and training station supervisors.	On-site monitoring involves the co-op teacher, subject teacher, student, and training station supervisors.	The co-op teacher, the student's in-school subject teacher, and other appropriate personnel, both school and community, are involved in the monitoring process. (Learning Resource Teacher, Gifted Teacher, Community Resource Person)
2. Time Structure A. Personnel B. Teacher qualification	One to two visitations to the training station occurs for every out-of-school credit.	Three on-site visitations for every out-of-school credit occurs. If the monitoring teacher is not qualified in the subject area, two of the visitations includes a teacher "qualified."	Four or more on-site visitations occur for every out-of-school credit. The distribution and duration of the monitoring visitations meets the needs of the students and the training station.

3. Strategies A. Observation/ discussion B. Student skill focus C. Reports	Some evidence of on-site monitoring occurs. Observation occurs but discussion of student progress does not involve all parties.	The monitoring process encompasses both the teacher's observation of the student's performance of tasks and a discussion that includes both the student and the training station supervisor. Focus is on the student's acquisition of psychomotor skills as reflected in the training plan as well as development in the affective and cognitive domain. Logs and journals are utilized. Dated anecdotal reports are maintained for all students and include details of new learning, attitude changes, training plan updates, and comments made by both the student and supervisor.	Monitoring is both formative¹ and summative². Off-site monitoring is utilized involving students, training station supervisors, the school, and other appropriate personnel.
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1. Formative: ongoing, for the purpose of re-designing the program, revising strategies as necessary

2. Summative: at the end, a summary of overall success of strategies/placement.

PROGRAM SUPERVISION: the co-ordination of program delivery

	1	2	3
1. Teacher A. Qualification B. Timetable allowance	Co-op teachers are qualified but have inadequate timetable allowance to carry out effective program supervision.	Co-op teachers are qualified and have adequate timetable allowance for effective program supervision.	Qualified Co-op teachers have additional time to modify the program to represent changing student needs. Opportunities are available for research, innovation, refinement, and extension of the program.
2. School A. Personnel B. Consistency	Some co-ordination exists but there is no position of responsibility.	The school program is supervised by a qualified individual appointed to a position of responsibility. Co-ordination of the courses within the school ensures that policies and procedures are consistent.	An advisory committee assists the Co-operative Education Department in supervision of program.
3. Board A. Personnel B. Liaisons	Some co-ordination exists with limited assistance to schools in the area of placement, policies, and procedures.	There is board level placement co-ordination and provision for consistency of policies and procedure. Personnel at the board level provide liaison between co-terminus boards, the Ministry of Education, and the community.	The sharing of resource personnel exists between co-terminus boards of education. Liaison occurs between board level co-operative education personnel and personnel from other curriculum areas.

RESOURCES: all the people, materials, and places used in achieving the objectives of the curriculum

	1	2	3
1. Program aids A. Materials/ equipment	Either audio/visual materials or printed material are not available. Access to a telephone is available. No access to on-line computer.	Audio/visual materials are available for use as well as manuals or textbooks. Ready access to a computer and telephone is available.	Technical equipment and printed material is available to meet both program needs and student exceptionalities. New materials reflecting current research are introduced to refine and extend the program.
2. Human A. Personnel	The co-op teacher and the employer/supervisor act as resources for students.	The Co-op teacher, subject teacher, student services, school administration, parents, and employer/supervisor act as resources for students. Secretarial support is available.	Other community organizations and co-terminus boards act as resources for students.
3. Physical A. Meeting place	Co-op office exists. Pre-determined space for in-school sessions is available.	An assigned and suitable meeting place for in-school sessions exists.	Space for in-school program sessions is made available to meet the transitional and on-going need of students. Community space is utilized.

EVALUATION: the process used to measure and judge student growth toward achieving stated objectives

	1	2	3
1. Strategies A. Appraisal form B. Training plan C. Weekly log D. Assignments E. Pre-employment orientation F. Self-evaluation G. School policy (Personnel: see 3 below)	Limited use is made of the student's appraisal form, training plan, weekly logs, tests, assignments, and pre-employment orientation. Infrequent discussions occur between all parties involved in student achievement.	The procedure for evaluation complies with the school's existing policy and is stated before the program begins. A discussion occurs among the student, employer/supervisor, Co-op teacher and subject teacher (where applicable) based on observation of student performance in relationship to the training plan. A performance-appraisal form and individualized training plan combine anecdotal and numerical rating to assess student progress. The remainder of the evaluation is based on the student's weekly logs and journals, tests, assignments, pre-employment orientation, and self-evaluation.	Community resources and the school take a major role in assisting the student to utilize the evaluation procedure as a basis for decision making. Eg: a community agency provides counselling regarding career paths. The process contributes to the planning and development of short- and long-term career and life goals consistent with student's abilities and aspirations.
2. Time Structure A. Summative B. Formative	Two formal written performance appraisals are completed for each student.	Three formal written performance appraisals are completed for each student.	In addition to three formal appraisals, continuous student evaluation of a formative nature takes place.

3. Employer/co-op teacher/student/parent involvement A. Personnel	The co-op teacher and employer/supervisor are involved in the evaluation of student progress.	The student, employer/supervisor, and co-op teacher are involved in the evaluation of student progress.	The student, employer/supervisor, co-op teacher, and parent are all involved in evaluation of student progress. Other community and school personnel assist in student assessment.
4. Program A. Personnel B. Formative (ongoing) C. Summative (final outcomes)	Some but not all of the parties, in conjunction with the teacher, assist in program evaluation.	Students, employers, and parents are given an opportunity to evaluate the course including the training station and related classroom activities. Teachers evaluate training stations, including health and safety regulations, on a regular basis.	A systematized, continuous form of evaluation occurs with a formative and summative nature. There is evidence that the program is responsive to modification based on assessed needs.

5. Record Keeping A. Types of information B. Timelines	The teacher maintains the following records for each student: a) the work education agreement form b) the number of hours the student will be at the training station c) dated anecdotal records of monitoring activities d) the students' individualized training plan e) the students' individualized appraisals or evaluation forms. f) the student's weekly logs	The aforementioned records are complete in the student's file within the recommended timelines.	Other pertinent records are included in the student's file: a) the student's application to the co-operative education program b) teacher references for the student c) an outline of pre-placement orientation topics successfully completed by the student d) a record of the visits made to the training station by teachers other than the designated co-operative education teacher e) union memorandum of agreement where applicable
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1. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like I had been in a bubble for hours. The sun was shining brightly, and the birds were chirping. I took a deep breath and felt a sense of peace.	2. The second thing I noticed was the beautiful view of the mountains. They were covered in green grass and small white flowers. The river was flowing gently, and the water was crystal clear. I felt like I had found a hidden gem.	3. The third thing I noticed was the friendly people. They were all smiling and welcoming. I felt like I had found a new home. I was so happy to be here.
4. The fourth thing I noticed was the delicious food. It was so good, I couldn't stop eating. The chef was a master of his craft, and the ingredients were fresh. I felt like I had found a new world of flavors.	5. The fifth thing I noticed was the beautiful sunset. The sky was a mix of orange, red, and purple. The sun was setting behind the mountains, and the water was reflecting the colors. It was a sight I would never forget.	6. The sixth thing I noticed was the peaceful silence. It was so quiet, I could hear the leaves rustle. I felt like I had found a place where time stood still. I was so lucky to be here.
7. The seventh thing I noticed was the beautiful stars. They were so bright, I could see them from the ground. The night sky was a masterpiece of light. I felt like I had found a new world of wonders.	8. The eighth thing I noticed was the beautiful sunrise. The sun was rising over the mountains, and the sky was a mix of orange, red, and purple. The water was reflecting the colors. It was a sight I would never forget.	9. The ninth thing I noticed was the peaceful silence. It was so quiet, I could hear the leaves rustle. I felt like I had found a place where time stood still. I was so lucky to be here.
10. The tenth thing I noticed was the beautiful stars. They were so bright, I could see them from the ground. The night sky was a masterpiece of light. I felt like I had found a new world of wonders.	11. The eleventh thing I noticed was the beautiful sunrise. The sun was rising over the mountains, and the sky was a mix of orange, red, and purple. The water was reflecting the colors. It was a sight I would never forget.	12. The twelfth thing I noticed was the peaceful silence. It was so quiet, I could hear the leaves rustle. I felt like I had found a place where time stood still. I was so lucky to be here.

SCHOOL INFORMATION SURVEY STATISTICAL SUMMARY

Ministry Goal	#of Schools Below	# of Schools At	# of Schools Above	No Response
1) A detailed application form is submitted by each student.	1	2	10	
2) A structured interview is held between potential student and co-op teacher prior to the start of the course.	1	9	3	
3) All of the above are involved in student assessment. Counselling occurs to match student education and career goals, and student is interviewed by the employer.	6	7	nil	
4) The school course calendar identifies all the subject areas which have co-operative education components giving course description for each.	4	1	8	
5) Student file contains; application form, teacher references, a record of prior completed credits, attendance and results of co-op and guidance teacher interviews.	nil	13	nil	
6) Students in senior level courses at all levels of ability are eligible when the in-school component is taken concurrent or no later than the previous school year. Junior level students are eligible only upon principal's approval.	2	6	5	
7) Standard program caters to the needs of students based on modification of time, placement variety, content, and credit value.	2	4	7	
8) A minimum of 20 hours of pre-placement orientation	4	8	1	
9) Safety is a major topic.	nil	3	10	
10) An individual training plan is developed within the first two weeks of the placement by the co-op teacher and the on-site supervisor.	9	3	nil	1
11) The approved training plan is linked to the in-school subject area and reflects sequential training objectives.	4	4	5	
12) Short-term and long-term planning occurs involving a variety of strategies WITH INPUT from parents, subject teachers, co-op supervisors, and students.	9	3	nil	1
13) Employers are pre-screened and involved in planning.	1	6	5	1
14) Students are given 10 hours of reflective learning.	4	5	4	
15) A variety of teaching strategies is used including seminar presentations, logs, diaries, observations, reports, and journals.	1	5	7	
16) The out-of-school component is directly related to the in-school course of study.	1	10	2	

SCHOOL INFORMATION SURVEY STATISTICAL SUMMARY cont'd
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Ministry Goal	#of Schools Below	# of Schools At	# of Schools Above	Ministry Goal
17) A wide variety of teaching and instructional strategies is used on a regular and planned basis considering: • individual student strengths and needs • objectives of the program • available resources Examples: group work, case studies, independent study, etc.	1	8	4	
18) Co-op teacher directs student learning, and subject teachers, employer/supervisors and students are often encouraged to assist in the planning and design of methods and learning activities.	5	7	nil	1
19) On-site monitoring involves the co-op teacher, subject teacher, student, and training station supervisors.	4	9	nil	
20) If the monitoring teacher is not qualified in the subject area, two of the visitations include a teacher "Qualified."	8	1	4	
21) Three on-site visitations for every out-of-school credit occurs.	10	1	2	
22) The monitoring process encompasses both the co-op teacher's observation of the student's performance of tasks, and a discussion that includes both the student and the training station supervisor.	nil	11	2	
23) Focus is on the student's acquisition of psychomotor skills as reflected in the training plan as well as development in the affective and cognitive domain.	nil	7	6	
24) Logs and Journals are utilized. Dated anecdotal reports are maintained for all students and include details of new learning, attitude changes, training plan updates, and comments made by both the student and supervisor.	nil	9	4	
25) Most co-op teachers are qualified (at least 1 course).	2	2	7	2
26) Co-op teachers have adequate timetable allowance.	8	5	nil	
27) A qualified individual is in a position of responsibility to co-ordinate program delivery in the school.	8	4	nil	1
28) Program is co-ordinated to ensure consistency in policies and procedures.	3	8	1	1
29) There is board level co-ordinator for co-op program.	1	8	4	
30) Personnel at the board level provide liaison between co-terminus boards, the Ministry of Education, and the community.	1	4	8	

SCHOOL INFORMATION SURVEY STATISTICAL SUMMARY cont'd
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Ministry Goal	#of Schools Below	# of Schools At	# of Schools Above	No Response
31) Audio/visual materials are available for use as well as manuals or textbooks.	nil	10	3	
32) Ready access to a computer and telephone is available.	11	2	nil	
33) The co-op teacher, subject teacher, student services, school administration, parents, and employer/supervisor act as resources for students. Secretarial support is available.	9	4	nil	
34) An assigned and suitable meeting place for the in-school sessions exists.	6	4	2	
35) A performance appraisal form and individualized training plan are combined with anecdotal and numerical rating to assess student progress through the guidance of the co-op teacher, student, employer/supervisor, and subject teacher (where applicable). The remainder of the evaluation is based on student's weekly logs, journals, tests, assignments, pre-employment, orientation and self-evaluation.	1	9	2	
36) Three formal written performance appraisals are completed for each student.	nil	3	10	
37) The student, employer/supervisor, and co-op teacher are involved in the evaluation of student progress.	nil	10	3	
38) Students, employers, and parents are given an opportunity to evaluate the course, training station, and related classroom activities.	8	4	1	
39) Student records are complete in the student's file within the recommended timelines.	2	6	5	

EMPLOYER INFORMATION SURVEY

Section B. Program Delivery Statistical Summary

Note:

For each item, employers were asked:

A) How important do you think the goal is?

1-3 not very important
4-6 somewhat important
7-9 very important

B) How well do you believe the program is achieving the goal?

1-3 not very well done
4-6 reasonably well done
7-9 very well done

Ministry Characteristics	A) How important?	B) How well?
1) A minimum of 20 hours of pre-placement orientation occurs.	7.2	6.5
2) Safety is a major topic.	7.2	7.0
3) An individualized training plan is developed within the first two weeks of the placement by the co-op teacher and on-site supervisor.	7.5	6.4
4) The approved training plan is linked to the in-school subject area and reflects sequential training objectives.	7.2	6.2
5) Short and long-term planning occurs involving a variety of strategies WITH INPUT from parents, subject teachers, co-op employers, and students.	7.0	5.8
6) Employers are pre-screened and involved in planning.	7.5	6.4
7) The out-of-school component is directly related to the in-school course of study.	7.1	6.1
8) Co-op teacher directs student learning, and subject teachers, employer/supervisors, and students are often encouraged to assist in the planning and design of methods and learning activities.	7.1	6.2
9) On-site monitoring involves the co-op teacher, subject teacher, student, and training station supervisors.	7.6	6.8
10) If the monitoring teacher is not qualified in the subject area, two of the visitations include a teacher 'Qualified' in that subject.	6.7	5.9
11) Three on-site visitations for every out-of-school credit occurs.	7.4	6.9
12) The monitoring process encompasses both the co-op teacher's observation of the student's performance of tasks and a discussion that includes both the student and the training station supervisor.	7.7	7.0
13) Focus on the student's acquisition of psychomotor skills as reflected in the training plan as well as development in the affective and cognitive domain.	7.1	6.4
14) Logs and journals are utilized. Dated anecdotal reports are maintained for all students and include details of new learning, attitude changes, training plan updates, and comments made by both the student and supervisor.	7.7	6.9
15) There is a board level co-ordinator for the co-op program. NOTE: A majority of the employers who responded have no direct contact with the board co-ordinator. Their contact is the co-op teacher.	6.8	6.4
16) The co-op teacher, subject teacher, student services, school administration, parents and employer/supervisor act as resources for students. Secretarial support is available.	7.4	6.7

EMPLOYER INFORMATION SURVEY**Section B. Program Delivery Statistical
Summary cont'd**

Ministry Characteristics	A) How important?	B) How well?
17) A performance appraisal form and individualized training plan are combined with anecdotal and numerical rating to assess student progress through the guidance of the co-op teacher, student, employer/supervisor, and subject teacher (where applicable). The remainder of the evaluation is based on student's weekly logs, journals, tests, assignments, pre-employment, orientation and self-evaluation.	7.8	7.3
18) Three formal written performance appraisals are completed for each student.	7.7	7.5
19) The student, employer/supervisor, and co-op teacher are involved in the evaluation of student progress.	8.0	7.5
20) Students, employers, and parents are given an opportunity to evaluate the course, training station, and related classroom activities.	7.5	6.4

TECHNICAL APPENDIX

- T1 **Factor Analysis:** This statistical procedure identifies clusters of similar items based on the degree of relationship (correlation) among them. A correlation statistic ranges in value from -1.00 to +1.00. Moderate to high positive values indicate that items tend to increase and decrease together, and thus are measuring a similar (or the same) construct. Factor analysis clusters these similar items as one measure, reducing complexity and increasing clarity of interpretation.
- T2 **Student "skills" and "attitudes"** as measured in this study refer to students' self-report of their levels of the skills and attitudes identified as expected outcomes of the co-op program (see Survey A pg __, items 6-13). Where student outcomes are referred to in this report, the reader should keep in mind that the data actually refers to student perceptions of their own skills and attitudes.
- T3 **Multiple Regression:** In this statistical procedure, factors are identified (eg. "placement," years, etc.) which might contribute to outcomes (eg. student skills and knowledge). Based on relationships among factors and between factors and outcomes, and on the nature of the questions, the contribution of factors to the outcome are evaluated consecutively. The extent to which a particular factor contributes to an outcome is reported according to whether or not the effect is significant (eg. more than a chance occurrence) and if so, the percentage of the change (variability) in the outcome score which is associated with similar change in the factor (eg. the extent of co-variation). The variability associated with each factor is removed (partialled out) before subsequent factors are evaluated. Thus, for example, the extent to which "placement" affects student "skills and knowledge" was evaluated AFTER the effects of all previous factors were removed. This technique is well-suited to educational program evaluation where multiple sources of impact are always present. The challenge is to identify and measure as many contributing factors as possible.
- T4 11.4% of all students enrolled in co-op (1992-92) are exceptional. This is slightly higher than in the secondary population as a whole where 9.6% of the students are exceptional. Only 7.9% of the students in this study (i.e., those who returned both "PRE" and "POST" surveys) are exceptional.
- T5 **"Co-op Placement":** This factor reflects the comparison between students who were and were not placed in jobs during first semester - eg. between those who experienced the program ("treatment" group) and similar students who did not ("control" group).
- T6 **Measurement Via Self-Report:** Self-report is the preferred method of measuring outcomes of the type expected from co-op as it is more direct, more comprehension and less labour intensive than observational methods. Its validity in this study is supported by the following:
- 1) **The test-retest reliability of the survey items was found to be .70** which is acceptable for research purposes, and indicates that survey items did measure consistently.

TECHNICAL APPENDIX cont'd

T6 cont'd

- 2) In pre-post self-report studies, accuracy improves on second report, and often results in lower ratings (Mezoff, 1981)¹. This did occur in the co-op study, indicating that **students were not inflating scores to support the program, but were responding accurately.** (The difference between the "placement" and "comparison" group remains valid; students placed in co-op first semester reported higher scores after that semester than those not placed.)
- T7 3) Differences occurred, as result of co-op placement, in student ratings of "skills and knowledge" items, but not on "attitudes and work habits" items. While the reasons for this are not clear, the consistency of this finding does indicate again that students responded thoughtfully and not randomly or in a biased manner.
- T8 Co-op students are placed in many different jobs. The working committee categorized these as Business (n=111), Science (n=79), Social Services (n=112), Technical (n=35) and other (n=41). Similarly, there was a large variety of subject areas to which co-op placements were linked and these were categorized as Sciences (n=81), Business (n=120), Technical Studies (n=53), Social Sciences (n=32), Family Studies (n=49) and Other (n=43). No significant differences in students' perceptions of outcomes occurred as a function of either job type or subject area.

¹ Mezoff, Bob. (1981) Pre-Then-Post Testing: A Tool to Improve the Accuracy of Management Training Program Evaluation. *Performance and Instruction*. Vol. 20 (8), p. 10.

Education Centre
100 Main Street West
Hamilton, Ontario
1992 10 01

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Computer Report

In 1984 the Board approved a six year plan for acquiring and introducing instructional computers in our schools. This plan has been reviewed and revised over the years to meet changing program needs across the system.

With Ministry of Education funding in 1989 came new directives and guidelines for the acquisition of hardware, software and peripherals.

During the 1984-1992 time period the computer support staff have attempted to adapt planning, acquisition and staff development to meet curricular needs and to provide technical support.

There are now over 4,000 instructional computers in the system.

The attached Computer Report provides specific information about hardware acquisition in our schools, utilization of budget since 1984, current projects and future considerations for instructional use of computers across the curriculum.

Recommendation

That the Computer Report be received for information.

Prepared by: D. A. Didur, Co-ordinator
Curriculum Resources and Technology

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director and Secretary of the Board

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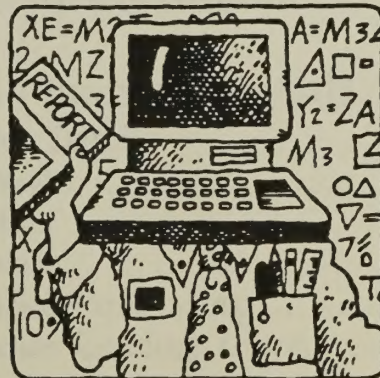
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Curriculum Resources and Technologies Dept.

Computer Report

1984 - 1992



The Board of Education for the City of Hamilton

Dave Didur, CR&T Co-ordinator

1992 09 15

Curriculum Resources and Technologies Dept.

Computer Report

1984 - 1985



The Board of Education for the City of Houston

Division of Curriculum and Instruction
1001

Curriculum Resources and Technologies Department

Computer Report

1984 - 1992

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Campania Regional
1981-1982

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I. Rationale

The following objectives are driving the planning for and purchase of instructional computer-related technologies in our system.

1. Satisfy program needs by providing the necessary hardware, software, training, and support to facilitate the integration of computer-related technologies into the curriculum
2. Make our students literate and competent computer users so that they are able to use and apply technological tools in learning and life
3. Standardize hardware for school labs across panels and/or levels whenever possible; ensure that secondary schools are able to run DOS applications
4. Purchase G.E.M.S. (Grant-Eligible Microcomputer Systems) equipment whenever feasible in order to reduce the financial impact of computer acquisition costs on the Board; be realistic, practical, and flexible in order to be able to take advantage of future technological directions as well as current Ministry of Education initiatives/policies
5. Upgrade previously purchased hardware and software when it becomes necessary to maintain uniformity in system capabilities or to take advantage of new technological developments
6. Ensure that proper ergonomic conditions exist in computer environments
7. Standardize a powerful, flexible networking system that supports multiple computer platforms; replace older existing secondary school networks with the new standard; convert elementary school stand-alone labs to networked labs; extend lab networks to local area school networks
8. Provide multimedia capabilities to schools
9. Recognize the time and effort put in by teacher site administrators and computer coaches, and assist them in ways that make their tasks easier

II. Hardware Acquisitions (1984-1992)

In 1984 the Board approved a six year plan for introducing instructional computers into our schools. This plan came to an end in 1989. During this period the number of microcomputers in the schools increased tenfold - from 300 to nearly 3,000. Now there are over 4,000 micros in schools.

Composite Secondary Schools

The plan aimed at installing a minimum of **three** G.E.M.S. (Grant-Eligible Computer Systems) labs in each composite secondary school by 1989. When the plan started in 1984 the ICON computer system was the only G.E.M.S., so ICON labs were initially acquired. When the Ministry approved IBM EDNET systems a few years later a number of these systems were purchased. By 1988 we had seven "ICON schools" and five "IBM EDNET schools".

In 1989, in order to standardize computer systems at the secondary level, most of the ICON systems were moved into the Middle Schools and replaced by DOS PCs. These were not networked (*Stage 1A G.E.M.S.*) computers, but stand-alone units (*Stage 1B G.E.M.S.*). Most ICON schools were each left with **one** ICON lab so that teachers who had been using them could continue to do so. SJAM, by special request, was left with two ICON labs (one for an English writing lab and one for Computer Science). Hill Park later opted to allocate its remaining ICONs to its feeder schools.

The older and slower IBM EDNET networks were upgraded (WATCOM Janet or Commodore COMLINK network software replaced the Waterloo PORT software), and three other IBM labs received hardware upgrades. The Westmount DOS networks received hardware and software upgrades.

School	DOS wkstns	DOS PCs	ICON wkstns	Apple Mac	Other	TOTALS	Pupil: PC Ratio
Barton	52	30	0	17	20	119	9.6 : 1
Delta	0	87	18	28	9	142	6.6 : 1
Glendale	40	58	0	14	3	115	9.4 : 1
Hill Park	0	115	0	11	1	127	7.9 : 1
Scott Park	30	52	0	7	6	95	9.5 : 1
Sherwood	0	77	14	20	19	130	7.2 : 1
S.A.M.	0	90	17	7	6	120	9.8 : 1
S.J.A.M.	0	120	31	5	8	164	7.8 : 1
S.W.C.	0	83	21	9	11	124	6.8 : 1
Westdale	53	29	0	1	9	92	13.5 : 1
Westmount	47	52	0	11	17	127	6.4 : 1
G.P. Vanier	<u>19</u>	<u>7</u>	<u>16</u>	<u>3</u>	<u>10</u>	55	<u>6.9 : 1</u>
	241	800	117	133	119	1410	8.3 : 1
Lawrence	0	1	0	0	6	7	4.6 : 1
Phoenix	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>5</u>	7	<u>6.4 : 1</u>
	241	802	117	134	130	1424	8.3 : 1

wkstns: workstations (PCs on a local area network, connected to a fileserver)

By June 1992, all of our composite secondary schools had at least one DOS computer lab for instructional purposes, one DOS computer lab for Computer Studies instruction, and one DOS computer lab for Business Studies and Adult Ed applications. Computer equipment also exists in libraries, technical studies areas, individual classrooms and teacher prep areas, as well as in keyboarding classrooms (where electronic typewriters have been replaced).

Vocational Secondary Schools

The original six year plan did not introduce any major new equipment into the vocational schools. A few PCs had been acquired for use in Business Studies in 1988.

Most of the newer PCs (and the one ICON lab at Parkview) were supplied to the vocational schools between 1989 and 1991, the result of reallocation of equipment (the ICONs) and the school-based hardware decision-making process used with all secondary schools during these years.

School	DOS wkstns	DOS PCs	ICON wkstns	Apple Mac	Other	TOTALS	Pupil: PC Ratio
Ainslie Wood	0	23	0	1	25	49	5.9 : 1
Caledon	0	14	0	0	41	55	3.1 : 1
Crestwood	0	17	0	1	29	47	4.9 : 1
Parkview	<u>0</u>	<u>35</u>	<u>15</u>	<u>2</u>	<u>32</u>	84	<u>4.3 : 1</u>
	0	89	15	4	127	235	4.7 : 1

Middle Schools

Each Middle School has been equipped with at least one ICON lab consisting of a minimum of 15 workstations and one fileserver. In our 1989 reorganization, we ensured that each lab had a majority of newer ICON2 workstations (leaving the older ICON workstations, for the most part, at the secondary level). The larger Middle Schools received more workstations in order to help accommodate greater numbers of students. Hill Park Secondary School subsequently donated its ICON workstations to its feeder schools when it converted completely to DOS computers.

In addition, each Middle School has numerous 8-bit computer systems distributed throughout the school in various classrooms. C-64s make up the bulk of these systems, but some Apple IIe systems exist in many Family Studies classroom areas.

In 1991 the JK-8 Middle Schools were given a cluster of three DOS computers and a printer so that their P/J section could have access to the same software resources that were available in all of the other P/J schools in the city. We had hoped to increase these numbers in future years (ultimately replacing the aging ICONs).

Schools	ICONS	f/s	PCs	Other	Totals	Pupil: PCs
Adelaide Hoodless °	17	1	3	12	32	15.2 :1
Bennetto	15	1	2	7	24	12.5 :1
Burkholder	15	1	1	5	21	14.7 :1
Cardinal Heights	26	2	1	13	40	9.3 :1
C.B. Stirling °	24	2	3	18	45	13.4 :1
Chedoke	18	1	0	18	36	13.1 :1
Dalewood	21	1	3	14	38	8.8 :1
Elizabeth Bagshaw	20	1	4	6	30	11.7 :1
G.L. Armstrong °	28	2	4	19	51	11.3 :1
Glen Brae	15	1	3	4	22	12.2 :1
Hampton Heights	23	1	1	14	38	11.1 :1
Hillcrest	15	1	0	12	27	10.9 :1
Lake Avenue °*	20	1	11	10	41	13.0 :1
Lawfield	16	1	1	22	39	11.0 :1
Memorial °	22	2	4	15	41	16.0 :1
Norwood Park °	15	1	3	10	28	16.9 :1
Prince of Wales °	20	1	3	13	36	16.1 :1
Queen Mary °	20	1	3	20	43	12.7 :1
R.A. Riddell °	27	2	9	27	63	11.4 :1
Ryerson	16	1	0	10	26	15.0 :1
Tweedsmuir	16	1	0	10	26	11.6 :1
Viscount Montgomery °	15	1	4	13	32	10.9 :1
W.H. Ballard °	24	2	3	17	44	16.3 :1
Westview	<u>15</u>	<u>1</u>	<u>0</u>	<u>13</u>	<u>28</u>	<u>12.6 :1</u>
	463	30	66	322	851	12.7 :1
(° JK-8 middle schools) (* Writing-to-Read site)						

f/s - filesaver: controls a local area network

The ICON2s, with their 1 MB of RAM per workstation, are capable of running many IBM software packages under QDOS, a DOS emulation system. However, the rapidly expanding memories on current computers are making this 1 MB of RAM on the ICONs insufficient to load in the ICON operating system (QNX), DOS, the QDOS emulator, and the DOS application program (because the DOS programs themselves are getting larger as DOS PC memories increase in size) -- so DOS emulation is not a practical alternative for most new packages.

Primary/Junior Schools

All P/J schools have numerous older 8-bit computers (primarily the Commodore C-64). Most of these were acquired by the schools themselves from fund-raising projects.

In 1988 a committee of P/J principals proposed a three year plan for implementing new computer labs at the P/J level. This plan was approved by the Computer Advisory Committee. 14 DOS PCs were acquired for each of 18 sites in 1989. Sixteen sites received equipment in 1990, and the remaining sites received their labs in 1991. In this same period, the eleven Writing-to-Read sites were upgraded from IBM PC-junior computers to IBM PS/2 computers.

Schools	DOS PCs	Other	Totals	Pupil: PCs
Allenby	14	6	20	4.2 :1
A.M. Cunningham	14	14	28	11.8 :1
Buchanan Park	18	25	43	6.0 :1
Centennial *	29	8	37	13.6 :1
Central	15	2	17	7.5 :1
Dr. J. Edgar Davey *	17	10	27	8.7 :1
Earl Kitchener	15	20	35	13.8 :1
Eastmount Park	14	11	25	10.8 :1
Fairfield	14	16	30	8.6 :1
Fernwood Park	14	9	23	9.7 :1
Franklin Road	14	15	29	11.4 :1
George R. Allan	14	15	29	18.1 :1
Gibson *	14	7	21	13.1 :1
Glen Echo	14	9	23	10.9 :1
Gordon Price	15	0	15	20.0 :1
Helen Detwiler	15	2	17	20.6 :1
Hess Street *	14	18	32	13.6 :1
Hillsdale	14	15	29	8.0 :1
Holbrook	14	22	36	7.8 :1
Huntington Park	14	6	20	16.9 :1
James MacDonald	14	11	25	9.4 :1
King George *	14	9	23	11.7 :1
Lincoln Alexander	19	8	27	13.3 :1
Linden Park	14	12	26	9.1 :1
Lisgar	14	16	30	11.5 :1
Lloyd George *	14	10	24	9.6 :1
Mountview	14	13	27	11.1 :1
Parkdale *	21	20	41	5.5 :1
Pauline Johnson	14	8	22	18.1 :1
Peace Memorial	14	11	25	12.6 :1
Prince Philip	14	8	22	13.5 :1
Queensdale	14	13	27	9.9 :1
Queen Victoria	14	9	23	9.2 :1
Red Hill	14	9	23	11.7 :1
Richard Beasley	14	13	27	12.6 :1
Ridgemount	14	12	26	9.6 :1
Robert Land *	17	10	27	10.2 :1
Rosedale	14	9	23	10.3 :1
Roxborough Park *	20	7	27	13.3 :1
Ryckman's Corners	14	7	21	5.5 :1
Sanford Avenue *	14	18	32	10.5 :1
Seneca	16	9	25	12.0 :1
Sherwood Heights	15	0	15	6.5 :1
Sir Isaac Brock	14	9	23	12.0 :1
Sir Wilfrid Laurier	19	31	50	13.2 :1
Stinson	14	11	25	10.8 :1
Strathcona	14	12	26	9.5 :1
Thornbrae	14	14	28	17.1 :1
Vern Ames	14	7	21	14.2 :1
Westwood	14	17	31	13.3 :1
Woodward	14	12	26	10.8 :1
(* W-T-R lab site)	769	585	1354	11.3 :1

III. Process and Planning Details

The initial Six Year Plan developed in 1984 provided for the purchase of computers, software, supplies, building modification, and training for the 1984-89 period. The Computer Staff Advisory Committee that existed to help direct the use of these approved funds found that it had to keep asking for changes to the Six Year Plan because of inadequacies in the plan and the rapid changes that occurred with emerging technologies. The greatest change occurred in 1989 when the Ministry of Education issued new directives and funding, and we attempted to reorganize the computer-related resources within our system in a meaningful way.

Year	6-Yr Plan Estimates	Items	Actual Approved Budget
1984 (Yr 1)	\$1,402,000	Hardware	\$1,402,000
	50,000	Software	37,000
	26,000	Supplies	81,000
	50,000	PD	1,000
	40,000	Building Modif.	20,000
	<u>\$1,568,000</u>		<u>\$1,541,000</u>
1985 (Yr 2)	\$1,491,000	Hardware	\$1,491,000
	200,000	Software	182,000
	12,000	Supplies	77,000
	50,000	PD	45,000
	10,000	Building Modif.	22,000
	<u>\$1,763,000</u>		<u>\$1,817,000</u>
1986 (Yr 3)	\$ 968,000	Hardware	\$ 968,000
	250,000	Software	263,000
	12,000	Supplies	132,000
	30,000	PD	30,000
	40,000	Building Modif.	62,000
	<u>\$1,300,000</u>		<u>\$1,455,000</u>
1987 (Yr 4)	\$ 895,000	Hardware	\$ 878,000
	375,000	Software	224,000
	12,000	Supplies	109,000
	10,000	PD	29,000
	10,000	Building Modif.	51,000
	<u>\$1,302,000</u>		<u>\$1,291,000</u>
1988 (Yr 5)	\$1,320,000	Hardware	\$1,477,000
	375,000	Software	232,000
	12,000	Supplies	118,000
	5,000	PD	34,000
	10,000	Building Modif.	61,000
	<u>\$1,722,000</u>		<u>\$1,922,000</u>

In the final year of the Six Year Plan, a Three Year P/J DOS Lab plan was begun, and a massive relocation of hardware at the secondary school level occurred.

Year	6-Yr Plan Estimates	Items	Actual Approved Budget
1989	\$1,395,000	Hardware	\$1,649,000
(Yr 6)	375,000	Software	415,000
	12,000	Supplies	131,500
	5,000	PD	40,000
	10,000	Building Modif.	68,500
	<u>\$1,797,000</u>		<u>\$2,304,000</u>

Post "Six Year Plan" Budgets:

Year	Budget Approved: once the Six Year Plan had expired, the city-wide microcomputer budget was set year by year according to program and school needs		
1990	Hardware	\$1,496,000	
	Software	300,000	
	Supplies	146,000	
	PD	38,000	
	Building Modif.	<u>117,000</u> *	Began to install air conditioning in Middle School computer labs
		\$2,097,000	
1991	Hardware	\$1,145,000	
	Software	312,000	
	Supplies	48,000 *	Supplies became the responsibility of schools
	PD	42,000	
	Building Modif.	<u>120,000</u> **	Air conditioning for M.S. labs was completed in 1991
		\$1,667,000	
During 1990 and 1991, secondary schools received a <i>hardware allocation</i> that allowed them to purchase new computer-related technologies to meet program needs. This approach was to be extended to Middle Schools in 1992, but due to budget restraints this did not occur.			
1992	Hardware	\$196,000	
	Software	280,000 *	Includes software requests by Program Dept. Co-ordinators
	Supplies	12,000	
	PD	2,000	
	Building Modif.	<u>57,000</u> **	Air conditioning program begun for P/J computer labs
		\$486,000	

During this period of time major changes in management organization occurred within the Board itself. We went from a centralized system of management to a more decentralized system, with more of the decision-making occurring at the school and area levels. The Computers in Education Department took a leadership role in supporting this reorganization by adopting a new approach to the planning, acquisition, and use of computers and related materials in the 1990s.

HARDWARE

A. Elementary:

- Install a DOS computer lab in every P/J school (yrs 1989 - 1991)
- Install air conditioning in those labs that require it (1992 - ?)
- Acquire additional microcomputers in order to replace older 8-bit architectures (such as C-64 computers) with newer computers (1993 - ?) in the P/J schools
- Begin a multi-year program to gradually replace the middle school ICON labs (most of which are now 7 - 8 years old) with more current technologies that will take them into the 21st century
- Acquire sufficient microcomputers, especially for large schools, to reach a minimum STUDENT:COMPUTER ratio of 10:1 as specified by Ministry of Education documents (1993 - ?)

Starting in 1993 we would like to allocate hardware funds to each school according to student populations (see secondary plan which follows) in order to give them self-determination and planning for future hardware needs. Their planning will require them to consider acquisitions for both new areas and as replacements for older hardware that currently exists in some areas.

B. Secondary:

Each composite secondary school now has three or more computer labs (except Vanier, which has two). However, this does not mean that their need for computer equipment is at an end. The different schools have different configurations of equipment, at different ages, and have different priorities. Many would like to add a few additional PCs to some labs, place a few stand-alones in certain classrooms, upgrade some units, purchase more printers, or acquire other specialized peripherals according to curriculum requirements and staff/ department interests.

The Curriculum Resources and Technologies Dept. believes in an approach that sets budgets for these school needs by allocating money according to student enrollment (approximately \$30 per student). Schools would be able to determine what they wish to purchase and what priority each item has. Schools would be required to submit the list to our department by April 1st. Our department would offer advice, counsel, and pricing information. Once final budgets were approved, we would centrally determine what could be ordered, tender accordingly, and order in bulk in order to obtain the best prices possible.

This approach was taken with both composite secondary schools (\$30/student allocations) and vocational secondary schools (\$75/student allocations) during 1990 and 1991. Vocational schools had received a greater allocation to compensate for the fact that they had not received any new equipment during the Six Year Plan.

We hope to be able to continue this process in the future, and extend it to the elementary school level. This type of planning certainly fits well with the Ministry of Education's *"Computers Across the Curriculum"* Policy Document that requires every school to prepare an annual comprehensive technology plan. The role of the centralized CR&T Dept. is to facilitate such planning.

New Technologies

It is important to maintain a centralized "technology team" that keeps up-to-date with advances in hardware, software, and applications in order to make sound, informed decisions about the technological directions for curriculum needs. The *multimedia* wave of the 90s is one example: laserdiscs, CD-ROMS, digitizing equipment, virtual reality -- will have dramatic impacts on education. Some of these can benefit us now, some of these should not be introduced at present. What should be acquired? How should it be used? These should be centralized decisions that result in pilot projects at various schools: testing and evaluation, determining appropriate training and support, and developing relevant curriculum and implementation activities.

SUPPLIES

In the past, the Computers in Education Department submitted a centralized budget request for "instructional supplies" for the schools. This money was used to purchase computer carts and tables, printer ribbons, printer paper, and diskettes which were then allocated centrally from our department, the warehouse, and/or the Equipment Repair Department. These monies have now been broken up and assigned (according to formulae worked out with the budget department) to individual schools as part of their Standard Supplies budget, for the specific purpose of purchasing their own computer supplies as needed.

We have worked with Purchasing to ensure that reliable, reasonably priced computer supply items are on the Standard Supply list.

SOFTWARE

The software budget is a combination of both centralized and decentralized funds. For example, in 1990 the \$375,000 budget request for instructional software was allocated as follows:

A. Centralized Budgets

Computers in Education Dept.

- DOS software for new P/J labs \$75,000
- Board-wide licences/purchases \$75,000

Curriculum Co-ordinators

- For school departments \$60,000

Special Education Department

- For special education applications \$15,000

B. Decentralized Budgets

- Elementary school allocations \$60,000
- Westmount 1990 Project \$30,000
- Other composite secondary schools \$43,000
- Alter Education \$ 1,000
- Vocational secondary schools \$10,000
- Adult day school \$ 6,000

Eventually the bulk of all software monies will be allocated to the individual "clients" or users. As we have completed installing labs (and providing an initial suite of software packages for those sites), our centralized share of the software "pot" has been reduced -- and the allocations to schools have increased -- while the city total has remained reasonably constant.

SOFTWARE PURCHASING

Every year the CR&T Dept. assists school secretaries, administrative assistants, and computer site administrators by preparing clear guidelines and explanations to help with the software ordering process. We do this in conjunction with Purchasing Dept. in-service/instructional meetings with school staff responsible for ordering.

SOFTWARE LENDING LIBRARY

This used to be a service run from our department. During the summer of 1989 we worked with Media Services and turned over all of these resources to the Audio Visual Library. CR&T continues to budget for the acquisition of new software packages to add to the library, and composes the descriptions for them; the AV Library staff assumes the responsibility for managing the materials. Teachers will eventually be able to consult one catalogue and locate film, video, and software resources for particular topics or units.

STAFF DEVELOPMENT

A centralized account is still kept to pay for computer-related teacher in-service. This is easiest to manage for accounting purposes, especially now that the Ministry of Education allows school boards to apply up to 35% of their GEMS 1B hardware grant allocation on such training.

CIE STAFF (SUPPORT)

Since 1986 we have **tripled** the number of educational computers in our schools: there are nearly 4,000 microcomputers presently in our system -- with a staff of three full-time employees (two consultants and one software technician) and two contract software technicians to offer training, consultation, problem-solving, and support (curriculum and technical).

Due to the increased number of computers and computer users in our system, we rely on the support of **Area Teams** to assist in the implementation of computers in the curriculum.

The Curriculum Resources and Technologies Department offers meaningful leadership and support to the Hamilton system while keeping with the true spirit of decentralization and the mission of the Program Department.

IV. Current Projects: 1992-93

The following projects will be undertaken in the 1992-93 school year, using approved 1992 budget funds.

Elementary Schools

- Installation of a new computer lab and multimedia centre at Highview Middle School. This is a new direction for middle schools, since we will be introducing Apple Macintosh equipment instead of the ICON systems in place in all of the other middle schools. The Macs will be networked via a Novell LAN system, and will include Macs that are going into the Design and Technology Centre at the school. In addition, a Multimedia Centre will be established (possibly in the library) that could include interactive laserdisc and CD-ROM players for research, development, and presentations. CR&T staff will carefully monitor and assist the principal and staff with this project.
- A mini-lab will be provided to the alternative education site A.C.E.S. Staff has decided to use DOS PCs and one Macintosh to assist with their program implementation. It is likely that we will be able to provide the school with five or six DOS systems, one Mac, and three printers.
- A limited number of pilot sites will be named for multimedia projects. These sites will be given equipment such as:
 - computer and laserdisc player
 - computer and CD-ROM player
 - digitizing card for video and/or sound applications
 CR&T consultants will work with staff at these sites to train them in the technical operation of the equipment, and in the application of these technologies to program in their schools. Media (such as

laserdiscs, CD-ROMs, and special digitizing software) will be provided by CR&T.

- Approximately \$7,000 worth of French software is being purchased for the French immersion sites at the elementary school level. \$5,000 worth of starter software will be provided for the ACES lab.

Secondary Schools

- Both secondary school alternative education sites, Lawrence and Phoenix, will be provided with new computer equipment (approximately eight computers each). The staffs at these sites are determining the most appropriate hardware to select for program implementation. There will likely be a mixture of DOS PCs and Macintosh machines. Approximately \$12,000 in start-up software will be provided to help these sites acquire relevant curriculum materials for their computers.

- A limited number of pilot sites will be named for multimedia projects. These sites will be given equipment such as:
 - computer and laserdisc player
 - computer and CD-ROM player
 - digitizing card for video and/or sound applications

CR&T consultants will work with staff at these sites to train them in the technical operation of the equipment, and in the application of these technologies to program in their schools. Media (such as laserdiscs, CD-ROMs, and special digitizing software) will be provided by CR&T.

- The library at Barton Secondary School will be equipped with an automated system. New equipment for their needs will include three DOS PCs, two printers, and bar code reader. The library at Parkview Vocational Secondary School will receive one additional DOS PC to bring them up to a full complement of three machines.
- One Macintosh will be provided to Sherwood Secondary School (funds permitting) to help the Languages Dept. with its implementation of French Immersion at that site.

Board-wide Projects

- The Ministry of Education intends to release its new policy document "*Computers Across the Curriculum: JK - OAC*" in the near future. A board-wide response to the draft was presented to and approved by Development Committee in October 1991. Some of the implications of the draft document follow:

"The board shall develop a policy on the use of computer technology across the curriculum. Each year it shall produce a flexible long-term plan for the integration of computers into and across the curriculum. This plan, which shall be available to the Ministry of Education, shall include information on curriculum goals, computer activities, curriculum support, technical support, software resources, professional development, and methods of evaluating the outcomes of the plan."

and

"The school's staff, under the direction of the principal, shall prepare an annual computer technology plan that describes the process whereby the school shall incorporate computer technology into the school curriculum. The plan will be developed co-operatively to reflect the plans of individual teachers and be consistent with board and Ministry of Education objectives. The school plan shall outline curriculum goals and activities for the school, resources available to the staff, professional development activities, software resources, hardware resources, and methods of evaluating the program. The plan shall take into consideration the special characteristics of the school, the individual needs of its learners, and the expectations of parents and the community. It will make effective use of existing equipment, the skills of the staff, and the computer resources within the community. It will also project the growth of computer technology activities and equipment during the year."

This school-based and board-wide planning will require a good deal of work by CR&T staff, principals, Area teams, and Program Department staff to ensure accountability for the integration of computers into and across the curriculum.

V. Future Considerations

Computer technology has revolutionized society in the last two decades, and it will revolutionize education as well. Some people criticize education by claiming that schools have gotten worse, that youngsters are learning less, or that *the basics* have been neglected. The problem is **not** that our schools have gotten worse -- but that our needs have multiplied. Society's knowledge base is exploding: doubling every three years or less! Young people are required to process more information -- increasingly more *complex* information -- than ever before. Teachers and learners cannot stay

current without proper tools that allow them access to new information, and that allow them to rapidly process such information. The computer and its related technologies (such as modems, CD-ROMs, laserdiscs) are the new tools, and computer skills are one of the **new** basics required in the Information Age.

The Ministry of Education's new policy document will reaffirm this belief, and stipulate certain goals and objectives that we must reach as an educational system. A long-term vision, along with practical short-term plans and support, is necessary. Creative problem-solving and the sharing and/or reallocation of resources (human and other) will be required.



Glossary

- 8-Bit Computer --** Refers to older architectures (i.e., microcomputers from the early 1980s, such as C-64 and Apple II) that were capable of storing and sending information in eight binary digit "packages"; newer micros have architectures based on 16-bits, 32-bits, or more -- and as a result are much faster and more powerful in their capabilities
- Building Modif. --** Refers to budget items that involve the Plant Department (electrical wiring for computer labs, security measures such as door bugs and motion detectors, installation of air conditioning units)
- Byte --** Eight binary digits (1 byte = 2^3 binary digits)
- CD-ROM --** Compact Disc, Read-Only Memory: a small laser-based storage media that is permanently encoded with data, usually of text, sound, or still pictures (all text in the complete set of Encyclopedia can be stored on one side of a 4 inch CD)
- Commodore --** Commodore Business Machines, one of the original manufacturers of microcomputers (including PETs, C-64s, and IBM-compatibles such as CBM 386DX); over 50% of our classroom micros are from Commodore
- CR&T --** Curriculum Resources and Technologies: the name of the large section of the Program Dept. that includes personnel responsible for Computers in Education, Computer Studies, Partners in Action (Libraries), Media in Education, and Video Production
- Digitizing --** The process of taking sound and/or pictures and converting them into binary digits; the sounds and pictures can then be used in computer-based presentations or products to make them more exciting/meaningful

- DOS -- Disk Operating System: while most computers today have some form of disk operating system, the term DOS is most often associated with IBM or IBM-compatible computers; our reference to "DOS PCs" means "IBM-compatible PCs"
- Ergonomics -- The concern for improving how human beings and machines interact physically, focusing on optimizing safety, comfort, and productivity
- Fileserver -- A powerful computer dedicated to controlling a LAN (i.e., it determines what workstations are active, controls the access to the hard disk storage, avoids conflicts, etc.) - - similar to the function of air traffic controllers at an airport!
- G.E.M.S. -- Grant-Eligible Microcomputer Systems: computers that meet the Ministry of Education functional specifications for educational computers and for which school boards receive grants to help defray purchase costs; Stage 1A GEMS equipment refers to networked systems; Stage 1B GEMS equipment refers to stand-alone systems
- IBM -- International Business Machines: manufacturers of a variety of microcomputers, including the original XT and AT, as well as their current line of PS/2 micros
- ICON -- Educational microcomputer, marketed by Unisys, that exists only as a network workstation; Ontario's first GEMS computer
- Kilobyte -- $1 \text{ K (kilobyte)} = 2^{10} \text{ binary digits (i.e., 1,024 bytes)}$
- LAN -- Local Area Network: see "Network"
- Laserdisc -- A large laser-based storage media, usually used for storing pictures and or video images in digitized form (over 100,000 colour pictures, or one hour of motion video can be stored per disc)
- Mac -- Apple Macintosh computer (of which there are several models)



- MB -- Megabyte: 1,024 Kilobytes (roughly one million bytes; exactly $1 \text{ MB} = 2^{10} \times 2^{10}$ binary digits)
- Multimedia -- Media devices (such as CD-ROMs, laserdiscs, scanners, video and sound digitizing devices) used in conjunction with computers to access great volumes of information (text, graphic, and sound), in order to enhance aural and oral capabilities, and to appeal to a greater variety of learning styles and preferences
- Network -- A number of microcomputers (workstations) connected to a fileserver and sharing peripherals, controlled by a powerful program operating on the fileserver
- PCs -- Personal Computers: an alternative way to refer to microcomputers
- PD -- Professional Development: referred to as Staff Development on budget lines
- Peripherals -- Hardware devices that attach to computers (such as printers, external disk drives, scanners, CD-ROM drives, plotters, ...)
- P/J -- Primary/Junior: schools with students in the "Early Years" and "Formative Years"
- RAM -- Random Access Memory: refers to the amount of internal memory in a computer that a user can load with programs and data (the larger, the better!)
- Site Administrators -- Teachers in schools who try to manage computer hardware, software, and resources, and act as liaisons to the software technician(s) on the CR&T staff
- Stand-Alone -- A microcomputer that is not part of a network
- Telecommunications -- The use of a modem to send and receive information between computers via telephone lines or TV signals; also referred to as "telecomputing"



Virtual Reality -- A "total" simulation in which the user's senses of sight, sound, and touch are connected to and controlled by the computer, so that the user experiences the sensation of being in a different environment; special helmet and glove peripherals are used to affect the user's senses



WATCOM -- Waterloo Computer Systems Group, one of North America's largest producers of educational computer software (programming languages, applications, etc.)

Workstations -- Microcomputers connected to a local area network, capable of accessing remotely stored files or programs on the fileserver and using shared peripherals on the network



W-T-R -- Writing-to-Read: a computer-based approach for learning to read in the Early Years, based on encouraging writing without stressing spelling, using graphics and sound and positive feedback; a product of IBM (a basic example of *multimedia*)

The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts.

The second part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the elements of the periodic system.

The third part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the compounds of the elements.

The fourth part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the solutions of the elements.

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REPORT OF THE COMMITTEE TO STUDY RELIGIOUS EDUCATION IN SCHOOLS

Present: Trustees Johnston (Chairman), Korz, Orban, Rodgerson and Rogers.

Also

Present: Trustee Cunningham.

Official

Present: E. Bond (Superintendent of Program)

The Committee recommends:

GENERAL

1. That the following items, referred back to this Committee by the Development Committee and Board at their meetings in June, be dealt with at one final meeting of the Committee and that, having fulfilled its mandate at that time, the Committee await any other direction from the Board relating to religious education:

- (a) The Ministry of Education's Consultation Document on Opening Exercises
- (b) The Ministry of Education's document, "Education about Religion in Ontario Public Elementary Schools"
- (c) The letter from Wilfrid Laurier University regarding courses on religious education

Respectfully submitted,

DR. J. JOHNSTON
Chairman

Committee Room
1992 06 24

REPORT OF THE COMMITTEE ON THE STATE OF THE UNION

Presented to the Senate and House of Representatives at the first session of the Fifty-third Congress, December 1, 1893.

By the Committee on the State of the Union, consisting of Messrs. [Names of Committee Members]

Printed by the Government Printing Office, Washington, D.C., 1893.

The Committee on the State of the Union, created by the Senate and House of Representatives, at the first session of the Fifty-third Congress, December 1, 1893, has the honor to submit to the Senate and House of Representatives the following report.

GENERAL STATEMENT.

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A G E N D A

DEVELOPMENT COMMITTEE

1992 12 03

Confirmation of the minutes of the regular meeting of 1992 11 05.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Structure and Functions in Program Review,
Development and Implementation

Pages 1 to 10

NEW BUSINESS:

1. Reconstitution of Ad Hoc Committees:

Pages 11 to 12

- . Committee to Study Religious Education in the Schools
- . Child Care Committee

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Strategic Planning

- (a) Alternative Education Action Team Report

Pages 13 to 35

URBAN MUNICIPAL

NOV 1992

GOV 'MENT DOCUMENTS



Education Centre
100 Main Street West
Hamilton, Ontario
1992 12 03

To the Chairman and Members of the
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

***Re: Structure and Functions in Program Review
Development and Implementation***

The attached report on the Structure and Functions in Program Review, Development and Implementation has been developed in response to the following two motions approved at the regular meetings of the Board on June 18, 1992 and October 15, 1992 respectively.

"That a report on the structure and functioning of the Program Department to include the role of Area Supervisors in relation to the Program Department be brought to the Board by December, 1992

and

That the Program Department, in collaboration with the Area Offices, the schools and the Branch Affiliates review current roles and functions of staff in program review, development and implementation, and report to the Board with recommendations by December, 1992."

The Report includes information from the sources outlined in the motions and provides a summary of the current status of structure and functions in program review, development and implementation.

Recommendation

That the recommendations in the report on the Structure and Functions in Program Review, Development and Implementation be approved.

Prepared and
Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director and Secretary of the Board

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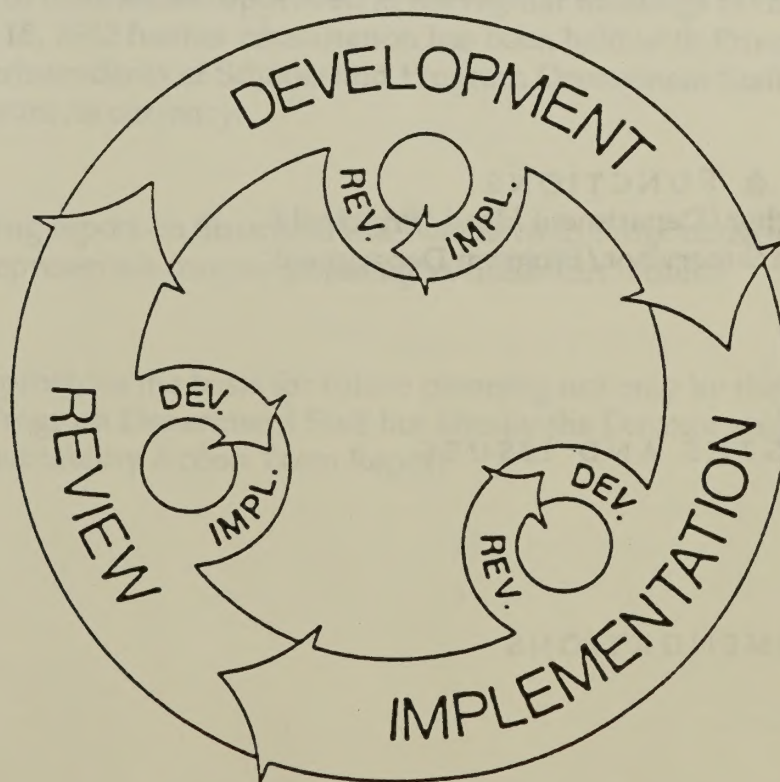
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**Report on
Structure and Functions
in
Program Review, Development & Implementation**



CONTENT OF REPORT

- 1 EXECUTIVE SUMMARY
- 2 ORGANIZATIONAL FRAMEWORK:
CURRENT LINES OF REPORTING
- 3 STRUCTURAL LINKS: CURRENT PROCESS FOR
COMMUNICATION AND CO-ORDINATION
- 4 ROLES & FUNCTIONS
Teacher/Department Head/Principal/
Area Supervisor/Program Department
- 5 STRENGTHS AND ISSUES
- 6 RECOMMENDATIONS

EXECUTIVE SUMMARY

Since January 1992 information regarding program delivery has been gathered by the Superintendent of Program through a variety of sources: visits to schools, meetings with Teachers and Department Heads, Principals, Area Supervisors, Program Department Staff, Superintendents, Action Teams, Leadership Group Members and Affiliates and workshops with Area Teams, Area Supervisors, Superintendents of Schools and the Program Department.

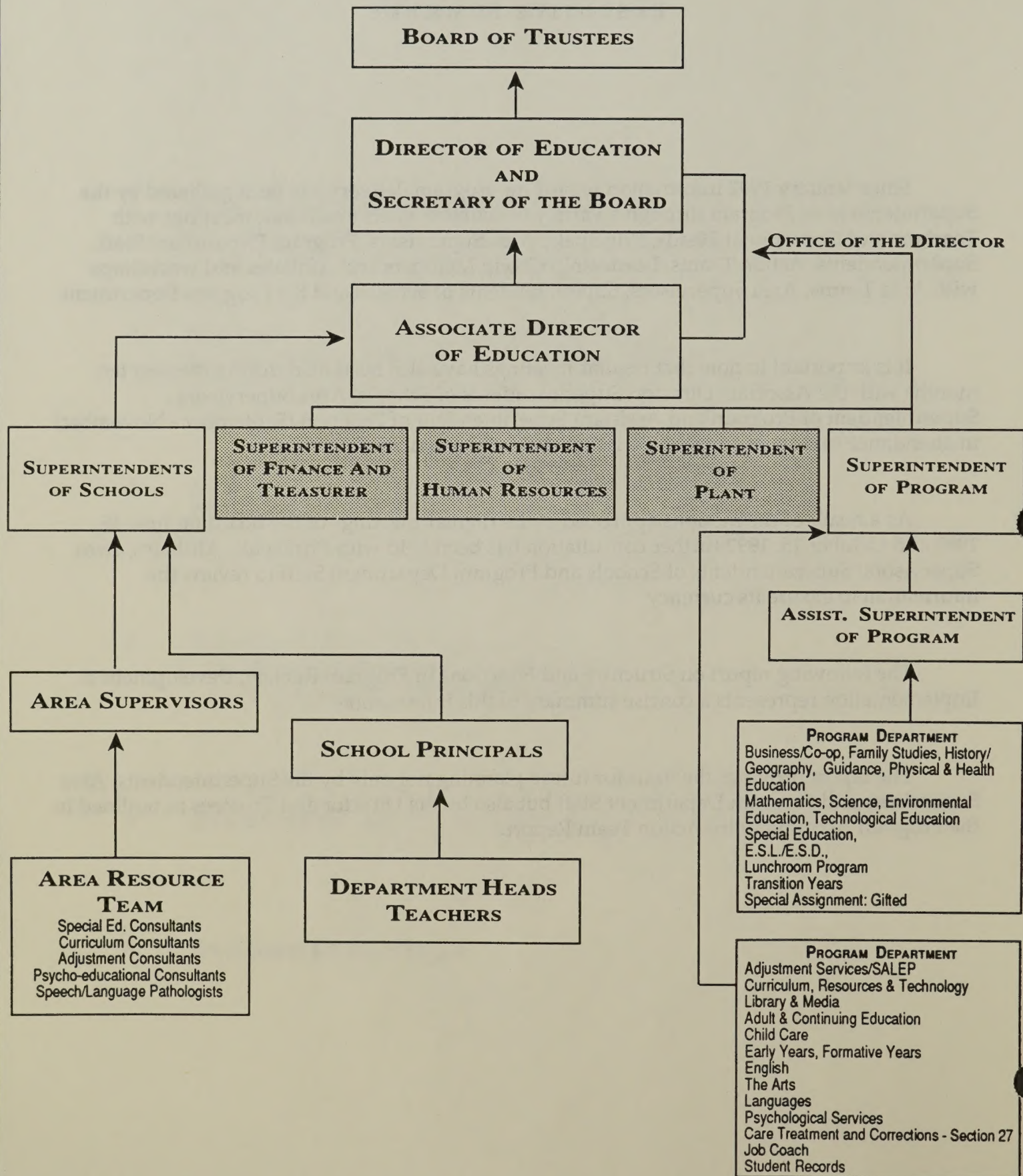
It is important to note that regular meetings have also been held during the past ten months with the Associate Director, Superintendents of Schools, Area Supervisors, Superintendent of Program and Assistant Superintendent of Program (September - November) in attendance to discuss some of the issues that have arisen in this process.

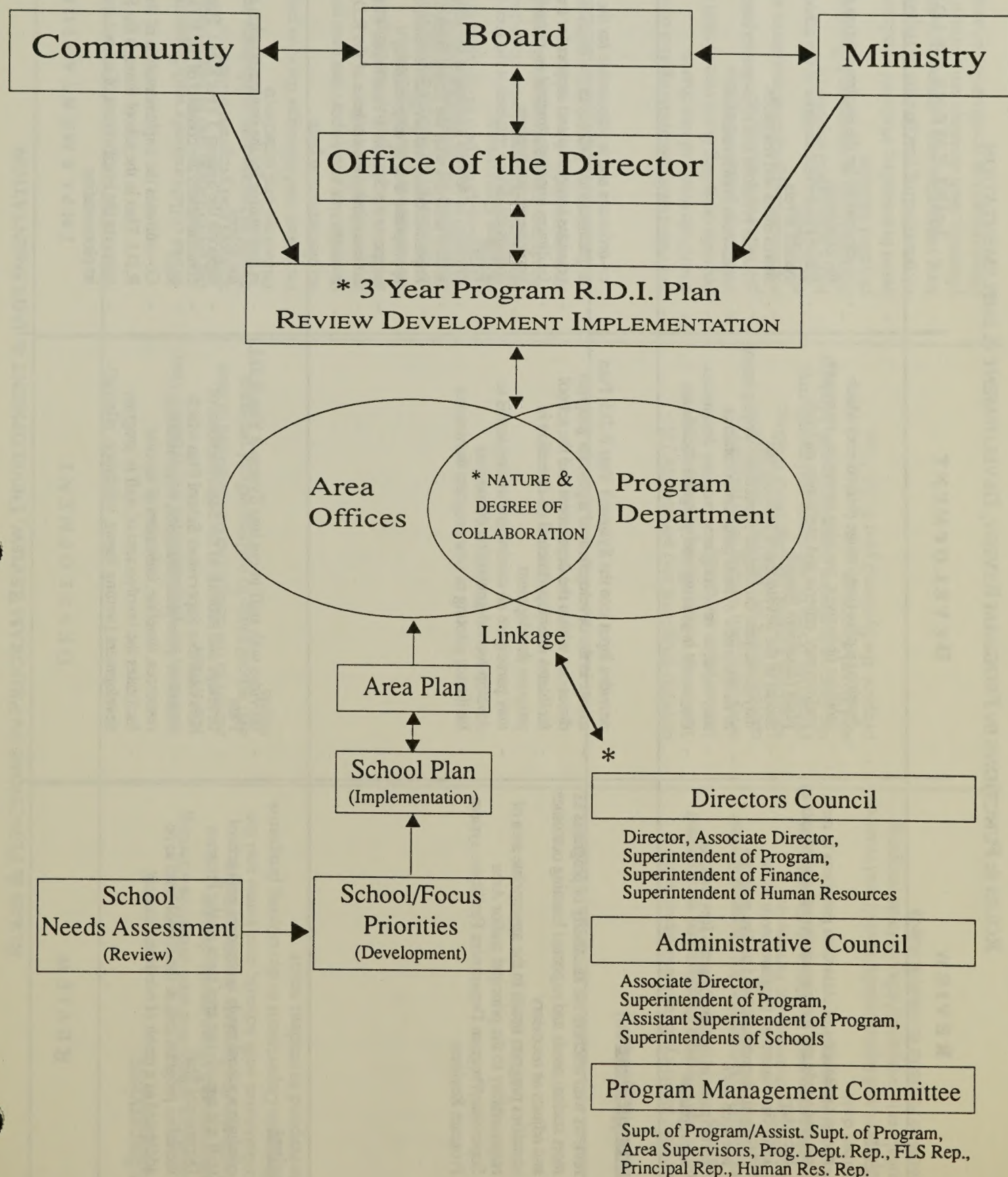
As a result of the motions approved at the regular meetings of the Board on June 18, 1992 and October 15, 1992 further consultation has been held with Principals, Affiliates, Area Supervisors, Superintendents of Schools and Program Department Staff to review the information to ensure its currency.

The following report on Structure and Functions in Program Review, Development & Implementation represents a concise summary of this information.

The report provides the basis for future planning not only by the Superintendents, Area Supervisors and Program Department Staff but also by the Director and Trustees as outlined in the Program Accountability Action Team Report.

ORGANIZATIONAL FRAMEWORK: CURRENT LINES OF REPORTING IN PROGRAM REVIEW, DEVELOPMENT & IMPLEMENTATION





ROLES & FUNCTIONS IN PROGRAM REVIEW, DEVELOPMENT & IMPLEMENTATION

REVIEW	DEVELOPMENT	IMPLEMENTATION
Teacher - reviews suitability of classroom programs to meet student needs and learning outcomes and adjusts as necessary - identifies classroom program needs to the principal, department head and/or program resource staff - participates in system Program Reviews, as appropriate	- develops a plan (long range plan/course) which includes objectives, teaching strategies, resources, performance criteria and evaluation methods - plans classroom lessons - assists in the development School Plan - may participate on system curriculum writing teams to develop new system program documents - may assist in validating new program documents - may assist in piloting new program documents	- is responsible for the implementation of programs in the classroom - attends in-service sessions at the school, area and system levels - shares ideas and resources - records revisions and refinements based on classroom implementation
Department Head - reviews with teachers the suitability of programs to meet student needs and expected learning outcomes and adjusts as necessary - identifies program needs in the appropriate area of responsibility to the principal and/or Area Supervisor/Program Department Facilitates system Program Reviews	- provides input into the System 3 Year R.D.I. Plan - assists in the development of a plan for program directions within the department and the school - facilitates interdepartmental co-operation in program development - may participate on curriculum writing teams to develop second-generation documents - facilitates piloting of new program documents	- co-ordinates and is responsible for the overall implementation process in the department - provides leadership and support for teachers - facilitates interdepartmental co-operation in the implementation process - attends in-service sessions at the area and system levels - provides in-service sessions at the school level - assists teachers with the actual steps of program implementation and program evaluations in the appropriate area of responsibility - supports the System 3 Year R.D.I. Plan - communicates the contents of the R.D.I. plan to teachers
Principal - conducts a school needs assessment with school staff and appropriate area team and/or Program Department Staff - identifies program area at the school level to be addressed as a result of needs assessment	- provides with staff in-put into System 3 Year R.D.I. Plan - develops and submits to the Superintendent of Schools/Area Supervisors School Plan which includes: priorities, strategies, responsibility, resources, timeline, indicators of success - facilitates the involvement of staff in program development (writing teams, validation, piloting)	- is responsible for the implementation of programs in the school - supports the System 3 Year R.D.I. Plan - communicates the contents of the R.D.I. Plan to the staff - Co-ordinates the implementation of the System R.D.I. Plan in the school through the School Plan - supports the involvement of school staff in program implementation

REVIEW	DEVELOPMENT	IMPLEMENTATION
<u>Area Supervisor</u> - identifies school and area initiatives affecting program and recommends changes - facilitates the Program Review process - collaborates with schools, area teams and the Program Department in developing programs to respond to student needs	- facilitates the preparation of the System 3 Year R.D.I. Plan. - assists in the design and development of area and school plans to address school program needs	- works collaboratively with Superintendents in the coordination and implementation of services and program initiatives - assists in responding to Ministry and Board initiatives and directions - facilitates and manages the area program implementation plan - co-ordinates and supervises area personnel to support implementation - assists in the design and development of in-service training for support staff - co-ordinates curriculum and services in-service training for teachers, department heads, vice principals, principals in co-operation with the Program Department - works collaboratively with co-ordinators and department supervisors to effectively deploy area resources
<u>Program Department</u> - identify Ministry, Board and community initiatives affecting Program and recommend changes - provide staff orientation for Program Review process - develop instruments for Review in collaboration with the Research Department - field test instruments - gather data - interpret and report results to staff and trustees - collaborate with area/schools in developing plans to respond to student needs	- develop programs and services for J.K. - 12/O.A.C. within the expectation of the Ministry and the Board - select and train writing team members. - coordinate the development functions including writing, editing, proof reading, preparing levels of use charts and monitoring the process to ensure compliance with Ministry and Board directives. - prepare the System 3 year R.D.I. Plan.	- provide awareness training and orientation - distribute levels of use charts - provide on-going in-service of staff as required - monitor practices for equity - pilot alternate strategies - recommend appropriate resources and equipment - provide technical assistance - provide input to design and development of physical facilities - assist in assessing students' needs or recommending placements as requested - long range planning - setting priorities, budget planning, staff development, future directions, client support in re-allocation of assignments

STRENGTHS AND ISSUES

Strengths

The strengths in the current Organizational Framework and Structural Links include::

- recognition of the unique aspects of schools, their needs and strengths
- recognition of the importance of school plans & school level decision-making in addressing student learning
- provision for collaboration among schools within and between areas
- blending of the strengths of program department staff (design and program expertise) with that of area office staff (generic implementation strategies).
- facilitation of resource sharing on an area wide basis
- individual school needs being incorporated into school plans which in turn are used to develop system program plans and documents

Issues

The issues in the current Organizational Framework and Structural links which are being addressed and/or require future consideration include:

- impact of down-sizing and budget restraint on present practices & procedures
- allocation and deployment of resources
- maintaining system-wide standards while providing school uniqueness
- consistency when dealing with community agencies
- school expectations exceeding available support staff resources
- balance between system/area/school priorities
- linkage between the development and implementation process across the areas and between areas and the Program Department and clarification of the Program Department role in implementation
- in-service co-ordination and planning within the system
- manageable system priorities clearly delineated and communicated through a plan to all staff
- defined lines of authority and accountability with structures and processes in place
- consistency in communication of information
- systematic review and monitoring of programs and services
- linkage between Program R.D.I. and the Plant Department
- role of Program Department in developing school/area plans

RECOMMENDATIONS:

That the Report on Structure and Functions in Program Review, Development and Implementation be referred to the Director of Education to provide information to the "committee consisting of Staff and Trustees to review current lines of reporting, the committee to report with recommendations by June 1993" as outlined in the Board approved Program Accountability Action Team Report.

That the Report on Structure and Functions in Program Review Development and Implementation be referred to the Superintendent of Program to provide information to the committee comprised of Area Office, Principal, Branch Affiliates and Program Department representation to "develop a role/function model for effective program review, implementation and delivery in the 90's, together with an implementation plan and report to the Board by April 1993" as outlined in the Board approved Program Accountability Action Team report.

RECOMMENDATIONS

The first recommendation is that the Board should consider the possibility of a new approach to the management of the organization. This approach should be based on the principles of efficiency, effectiveness, and economy. The second recommendation is that the Board should consider the possibility of a new approach to the management of the organization. This approach should be based on the principles of efficiency, effectiveness, and economy.

The third recommendation is that the Board should consider the possibility of a new approach to the management of the organization. This approach should be based on the principles of efficiency, effectiveness, and economy. The fourth recommendation is that the Board should consider the possibility of a new approach to the management of the organization. This approach should be based on the principles of efficiency, effectiveness, and economy.

1992 12 03

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

For your information, listed below are the mandates of the Ad Hoc Committees which are named on the Development Agenda.

MANDATE OF THE COMMITTEE TO STUDY RELIGIOUS EDUCATION IN THE SCHOOLS

Approved at October, 1992 Development Committee and Board:

That the following Report of the Committee to Study Religious Education in Schools be approved:

(a) That the following items, referred back to this Committee by the Development Committee and Board at their meetings in June, be dealt with at one final meeting of the Committee and that, having fulfilled its mandate at that time, the Committee await any other direction from the Board relating to religious education:

- (i) The Ministry of Education's Consultation Document on Opening Exercises
- (ii) The Ministry of Education's document, "Education about Religion in Ontario Public Elementary Schools"
- (iii) The letter from Wilfrid Laurier University regarding courses on religious education

MANDATE OF THE CHILD CARE COMMITTEE

Approved at March, 1991 Development Committee and Board:

That the following recommendations from the Report re Child Care be approved:

(a) That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.

(b) That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

(c) That the Child Care ad hoc committee report its recommendations in June, 1991 for implementation in September, 1991.

(d) That until the Child Care operating manual is approved:

(i) no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in place and centres in the planning stage as of February, 1991.

(ii) child care facilities constructed by the Ministry of Education, and attached to newly constructed schools, be operated by the Umbrella Family and Child Centres of Hamilton.

(e) That the Draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee.

(f) That the rental fees for child care centres in Hamilton Board of Education buildings be approved by the Director's Office until the level of service is established and the operating procedures are approved.

Approved at June, 1991 Development Committee and Board:

That revised recommendations to the Draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups.

Approved at September, 1991 Development Committee and Board:

That the Ministry of Education Memorandum 1991: B4, dated 1991 08 12, re Child Care Centres be referred to the Child Care Committee.

Respectfully submitted,

K. A. Rielly
Director of Education and Secretary

rt

Education Centre
100 Main Street West
Hamilton, Ontario
1992 12 03

To the Chairman and Members of the
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Alternative Education Action Team Report

As part of the Strategic Planning Directions Paper, Program Priorities for the 90's, an Action Team was struck to review Alternative Education in Hamilton.

The Alternative Education program has been evolving since the initial secondary alternative education site was established in April of 1982 followed by an additional site in February of 1986. Subsequent to the success of the secondary program a need was expressed for a middle school alternative program which was initiated in February, 1986. The present secondary programs are *Phoenix* which operates out of Caledon Secondary School and *Lawrence* which is housed in Sir John A. Macdonald Secondary School. Each of these sites offers program for a maximum of fifty-one students at any one time. The elementary program A.C.E.S., functions out of Stinson Street School and has facilities to offer program for thirty-eight students.

Due to the continuing emphasis in keeping at-risk students in school, and the apparent success of this program in doing that, the team has made recommendations in a number of areas so that the present system can continue to meet the needs of our students and do so in an efficient, cost effective, organized and successful manner. This program is considered as the last resort for these at-risk students after other strategies at the school level have been tried and shown to be unsuccessful. The program should be reviewed on a continual basis to ensure that it is meeting the needs of the students it is designed to help.

Recommendation

That the recommendations in the Alternative Education Action Team Report be approved.

Prepared by: Alternative Education Action Team

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director and Secretary of the Board

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Section 1: Introduction

The purpose of this report is to provide a detailed analysis of the data collected during the field study conducted in the summer of 1969.

The data was collected from a series of interviews with ten subjects, who were selected on the basis of their participation in the study. The subjects were interviewed on a number of occasions, and the data was collected in a series of interviews. The data was collected in a series of interviews, and the data was collected in a series of interviews.

The data was collected from a series of interviews with ten subjects, who were selected on the basis of their participation in the study. The subjects were interviewed on a number of occasions, and the data was collected in a series of interviews. The data was collected in a series of interviews, and the data was collected in a series of interviews.

Conclusion

The data was collected from a series of interviews with ten subjects, who were selected on the basis of their participation in the study. The subjects were interviewed on a number of occasions, and the data was collected in a series of interviews. The data was collected in a series of interviews, and the data was collected in a series of interviews.

Appendix A: Interview Schedule

Appendix B: Interview Schedule

Appendix C: Interview Schedule

Summary of Recommendations

Program Recommendations

Program Mandate

1. The mandate of the program should continue to be to meet the needs of average or above average students who are at risk of dropping out of school and are not being successful in the regular program.

Timeline: ongoing

Effective Models for Delivery of Service

2. The concept of our present model for elementary and secondary alternative education in Hamilton is sound and should be used as a basis for a revised model. The revisions are necessary to address a number of concerns re cost effectiveness, line responsibility and overall effectiveness of the program.

Timeline: Sept. 93

Program Expectations

3. The program should provide a setting to assist students to set and reach academic goals with support to deal with emotional and social problems that are often the causes for their academic shortcomings. The primary purpose is to convince students who may be at risk of ceasing their formal schooling, that there is value in academic/vocational pursuits and that learning is a life-long process.

Timeline: ongoing

Program Support for Delivery of Service

4. In order to more effectively deliver an Alternative Education service the following changes in program support should take place:
 - . An existing Program Coordinator should be given the responsibility for coordination of Alternative Education.
 - . An Alternative Education Department Head be established replacing the existing position of Program Leader for each of the secondary Alternative Education departments.
 - . The position of Program Leader should be maintained for the elementary programs.
 - . An Alternative Education Implementation Team should be established to include the Program Coordinator with Alternative Education responsibilities as well as appropriate superintendents, principals, teachers, federation representatives and community delegates.

Timeline: Sept. 93

Number and Location of Sites

5. The need for additional Secondary Alternative Education sites to service each of the four areas should be carefully studied as well as the possibility of an additional Elementary Alternative Education program site on the mountain to service students in areas two and four.

Timeline: Jan. 93

Resource Recommendations

Resource Allocation

6. Students in the alternative program should have equity of access to resources. For secondary students, housing the program in composite secondary schools will facilitate this recommendation. Additional material resources should be made available to schools that house the elementary programs.

Timeline: ongoing

Relationships to Others

7. The Program Coordinator with Alternative Education responsibility should be the person responsible for making the connections with other program areas and community agencies.

Timeline: Sept. 93

8. Social workers should be an integral part of each of the programs.

Timeline: ongoing

Student Recommendations**Admission Criteria**

9. Admission Panels should be established. The Admission Panels should establish city-wide criteria for admissions.

Timeline: Feb. 93

Tracking Process for Students Who Enter the Program

10. The Program Coordinator responsible for Alternative Education, with the Implementation Team, should be responsible for establishing and maintaining a tracking process for students in the program, as well as for students who are no longer there. Tracking of present students should be done in concert with the department head or program leader.

Timeline: Sept. 93

Linking Support

11. The Program Coordinator with Alternative Education responsibility should have the responsibility of establishing the linking between feeder schools and the schools and agencies that are receiving Alternative Education students.

Timeline: ongoing

Other

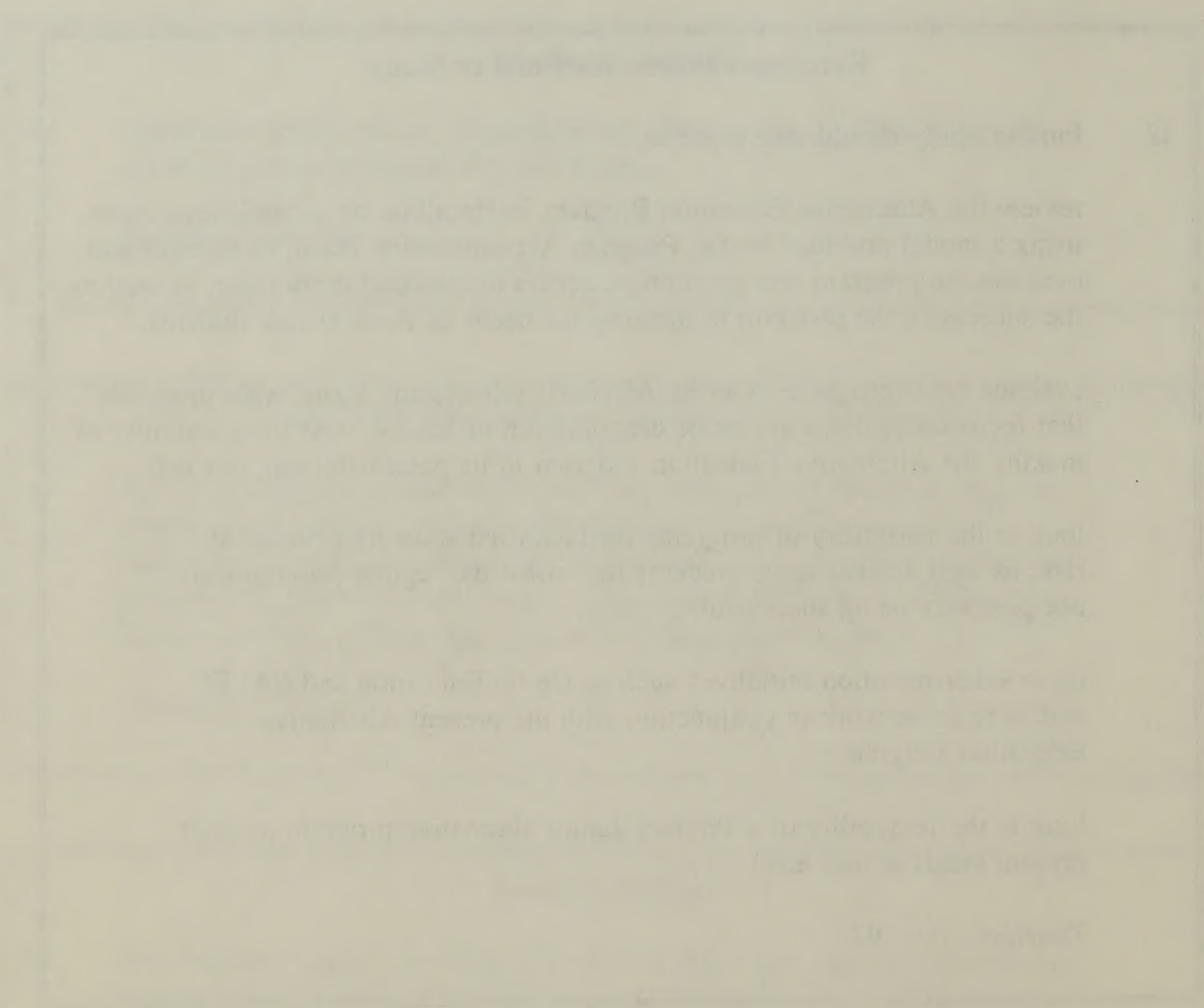
Recommendations for Further Study

12. Further study should take place to
- . review the Alternative Education Program in Hamilton on a continuous basis, using a model provided by the Program Accountability Team, to monitor and evaluate the program and appropriate access to intended curriculum, as well as the success of the program in meeting the needs of these at risk students.
 - . evaluate other programs both in individual schools and board wide programs that focus on students at risk of dropping out of school, with the possibility of making the Alternative Education Program in its present format, obsolete.
 - . look at the feasibility of programs for identified students who are at risk, as well as behavioral students for whom the regular programs are not presently being successful.
 - . tie in other retention initiatives such as Co-op Education and SALEP and have these work in conjunction with the present Alternative Education Program.
 - . look at the feasibility of a Primary-Junior alternative program to meet present needs at that level.

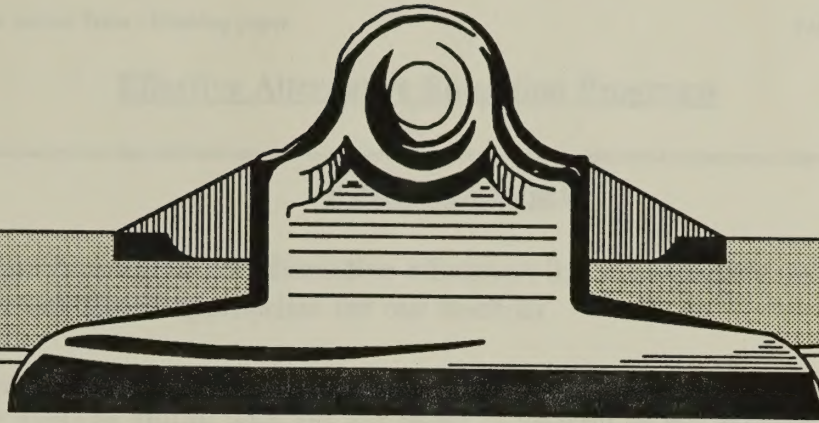
Timeline: Sept. 93

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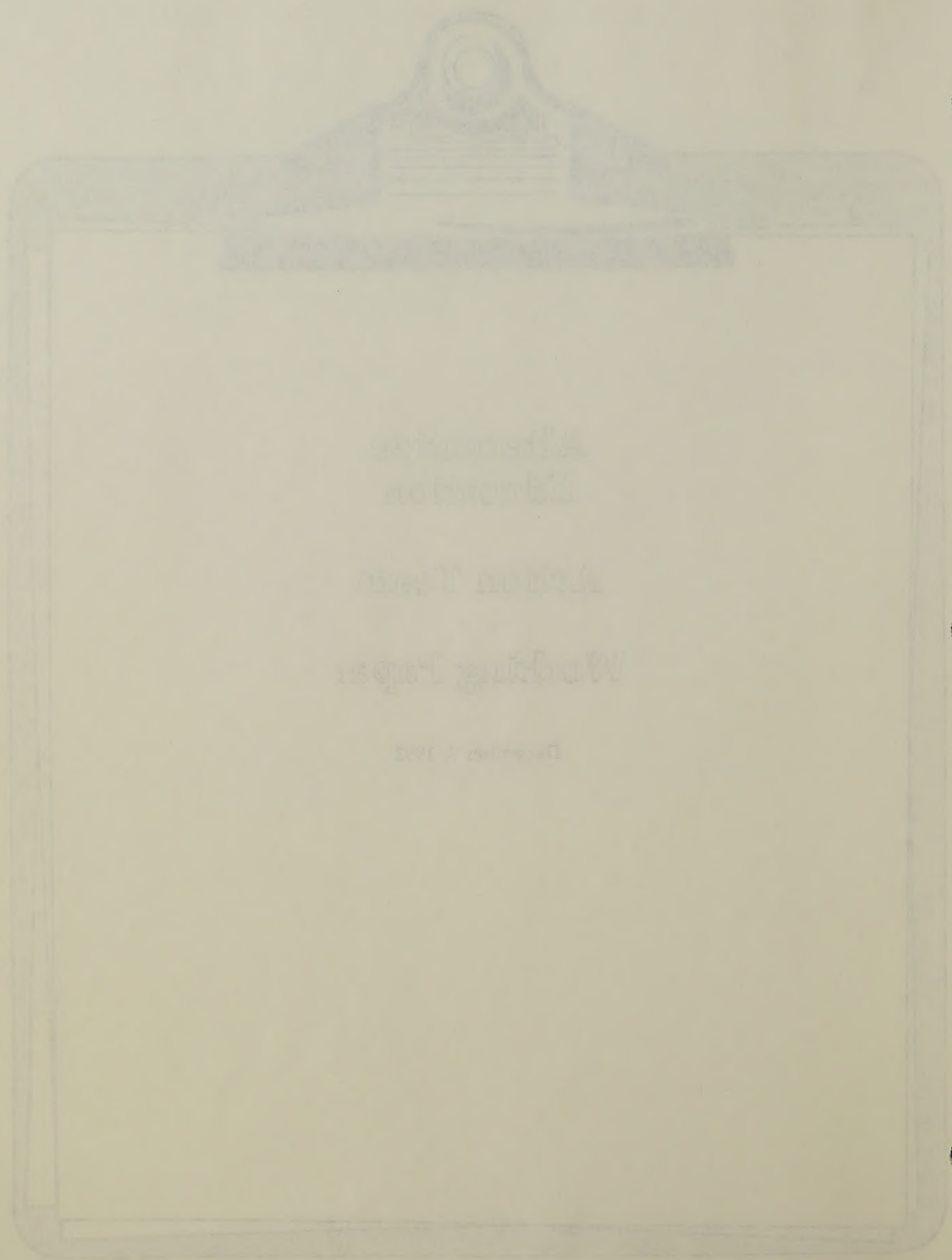


Alternative Education

Action Team

Working Paper

December 3, 1992



Effective Alternative Education Programs

Belief Statements

- . the Hamilton model for alternative education in the secondary and middle schools is a model that is appropriate for our students
- . this form of intervention appears to be most appropriate for students of average or above average ability who are not being successful in the regular program and are underachieving and exhibit a lack of motivation and organization, poor self-concept and irregular attendance
- . the academic indicators appear to be indicators of social and emotional problems that exist outside of the school setting
- . the primary purpose is to convince students who are at risk of ceasing their formal schooling prematurely, that there is value in academic/vocational pursuits and that learning is a life-long process
- . the setting must meet the students' educational and emotional needs
- . the location must maintain its own autonomy in the larger setting but should be comfortable for the students and must provide them with a variety of opportunities and resources that should be available to all students
- . program offered must meet the requirements of the Ministry of Education and should be supported by the board's Program Department
- . the cost effectiveness of the program should consider both short and long term expenses and savings, some of which would involve other agencies/ministries, would be tax money saved over the lifetime of the student
- . accountability of the program cannot be based entirely on academic achievement but must also consider the total growth and development of each individual
- . alternative education teachers must be supportive in academic and personal matters and need to be caring and sensitive to the special needs of the students but cannot be expected to completely fulfil the role of social workers or agencies
- . because of other ongoing initiatives, this program may in the future be obsolete and no longer necessary

Effective Models for Delivery of Service

2. The concept of the present model for elementary and secondary alternative education in Hamilton is sound and should be used as a basis for a revised model as indicated in appendix A. The revisions are necessary to address a number of concerns re cost effectiveness, line responsibility and overall effectiveness of the program.

Timeline: Sept. 93

Cost Implications: *There will be no increase in cost by offering the program as part of a regular secondary school program. The grants for alternative education students will be the same as for all students. Although it is an alternative education opportunity, students will not be handled as correspondence students. This will be a savings to the Board since the secondary students should now be eligible for regular grants. To do this a number of conditions must be met. There must be a timetable for every student. Where possible the program should include instruction for the students for a minimum of 150 minutes. Instruction must be available for each student and it needs to be shown that each of the students is participating in that program.*

Rationale: *Students and parents support the current model. Students support the affective aspects of the program and the counselling components are considered crucial. All areas of the city need help and it is not always accessible to students in need. The Lawrence model where students are partially withdrawn is most appropriate for secondary students. There must be choice for students as well as continuing evaluation and monitoring. An important part of each of the programs is the autonomy of the program in each of these settings. Maintaining this autonomy at some level is important but it is also important that each of the programs be an integral part of each of the settings. The programs were seen as ineffective because of a lack of line responsibility, monitoring or connection with program resources. Lack of resources in general and little community contact were also concerns.*

Implications *The proposed model address the issues of concern: access, cost effectiveness, consistency of program, responsibility and accountability. The alternative education program should be an integral part of the composite secondary school with the corresponding availability to monetary, human and material resources including budgets, use of facilities, and secretarial help. This should be done carefully to maintain some level of autonomy for each of the programs.*

The elementary alternative education program should be an integral part of the school in which it is held with the corresponding availability to monetary, human and material resources including budgets, use of facilities, and secretarial help. Additional resources may be necessary to supplement areas such as the library so that student resources are available. The principals in these schools should have some knowledge and ability working with middle school students and programs. With the inclusion of a Coordinator with Alternative Education responsibility, many of the items that were once the responsibility of the program leader can now be assumed by the coordinator and the program leader now can spend more time in the role of a teacher. There is a concern with the French program for these students as to the amount of teacher time required and more discussion should take place as to the utilization of these teachers.

Program Expectations

3. The program should provide a setting to assist students to set and reach academic goals with support to deal with emotional and social problems that are often the causes for their academic shortcomings. The primary purpose is to convince students who may cease their formal schooling, that there is value in academic/vocational pursuits and that learning is a life-long process.

Timeline: *ongoing*

Cost Implications: *within existing resources*

Rationale: *Non-academic factors such as social and emotional problems at home and with peers are usually the impediments to the students ability to succeed academically.*

Implications *There is a need to balance monitoring of attendance and continuous supervision of student freedoms with an opportunity to be self-paced in an alternative setting.*

Program Support for Delivery of Service

4. In order to more effectively deliver an Alternative Education service the following changes in program support should take place:
 - . An existing Program Coordinator should be given responsibility for the coordination of Alternative Education as indicated in the previous model.
 - . An Alternative Education Department Head be established replacing the existing position of Program Leader for each of the secondary Alternative Education departments.
 - . The Program Leaders should be maintained for the elementary programs.
 - . An Alternative Education Implementation Team should be established to include the Program Coordinator with Alternative Education responsibilities, as well as appropriate superintendents, principals, teachers, federation representatives and community delegates.

Timeline: Sept. 93

Cost Implications: within existing resources

Rationale: *The present programs have little contact or connection with the Program Department and the schools in which they are housed.*

Implications *A Coordinator with Alternative Education responsibility will provide the connections to the Program Department and will have responsibilities for the review and development of instructional materials. This connection will provide principals, alternative education department heads and program leaders with subject coordinators on the implementation of them. The coordinator will help ensure the development of meaningful inservice for the staff as well as be the link to inservice in specific subject areas. The Program Leaders and Heads of Department will have connections in the host school with the principal and other administrative staff.*

Number and Location of Sites

5. The need for additional Secondary Alternative Education sites to service each of the four areas should be carefully studied, as well as the possibility of an additional Elementary Alternative Education program site on the mountain to service students in areas 2 and 4.

Timeline: Jan. 93

Cost Implications: to be determined

Rationale: *Students, parents and principals cited the inaccessibility of the current sites as a reason for students not accepting placement in the programs. A Secondary School setting was seen as the most appropriate for secondary students yet for middle school students, parents, students and teachers agreed for social reasons that were prevalent with these students the Junior school setting was most appropriate at this time.*

Implications *There needs to be increased access to both elementary and secondary alternative education programs. The actual choosing of sites should be done with input from the coordinator, Superintendents of Schools in each area and area principals.*

Resource Recommendations

Resource Allocation

6. Students in the alternative program should have equity of access to resources. For secondary students, housing the program in composite secondary schools will facilitate this recommendation. Additional material resources should be made available to the schools that house the elementary programs.

Timeline: *ongoing*

Cost Implications *to be determined*

Rationale: *For the secondary program a composite secondary school site is most appropriate.*

The elementary program is currently housed in a Junior school setting. The problems that these students had in dealing with their peer group greatly outweighed any advantages that a middle school setting offered.

Implications *Such a secondary setting allows a greater flexibility in the offerings for each student. A greater number of resources would be available both to the students and teachers, such as computer facilities and subject specialists.*

For the elementary program, if it is to be in a Junior school setting, would require additional funds to enhance resource areas such as the library and computer facilities to ensure that materials are available for these students. These students require access to design and technology, family studies, music and art programs that are available in neighbouring schools.

Support for these programs should be the responsibility of the system and should be facilitated through a Program Coordinator with Alternative Education responsibility and through the resources available in each of the school settings.

Relationships to Others

7. The Program Coordinator with Alternative Education responsibility should be the person responsible for making the connections with other program areas and community agencies.

Timeline: Sept. 93

Cost Implications: *within existing resources*

Rationale: *Many of the problems and concerns expressed by people in and out of the programs revolved around such issues as program review and development as well as coordination with community agencies and subject coordinators. There was an expressed need to improve the marketing of the program.*

Implications *These needs can be addressed by establishing an Alternative Education Portfolio and assigning it to an existing Program Coordinator.*

8. Social workers should be an integral part of each of the programs.

Timeline: *ongoing*

Cost Implications: *to be determined*

Rationale: *Non-academic factors such as social and emotional problems at home and with peers are usually the impediments to the students ability to succeed academically.*

Implications *The social worker component must be studied and any increase in staff be allocated within the grant structure.*

Student Recommendations

Admission Criteria

9. Admission Panels should be established. The Admission Panels should establish city-wide criteria for admissions.

Timeline: Feb. 93

Cost Implications: within existing resources

Rationale: *There were concerns from a number of groups regarding the fairness and consistency in the admissions to the various programs.*

Implications *For the secondary program there should be one admissions panel for each area which might include the Program Coordinator with Alter Ed responsibility, the department head, superintendent of schools, a principal and/or a vice principal. The receiving program must have input into the admissions to ensure that the program is not used inappropriately.*

For the elementary program the admissions panel could include the Program Coordinator with Alternative Education responsibility, superintendent of schools, program leader, a principal and/or a vice principal.

The panels should meet monthly to allow for the possibility of continuous intake and withdrawal. It should be noted by the panels in setting their criteria that the "academic signs" are usually symptoms of underlying social and emotional problems.

Tracking Process for Students Who Enter the Program

10. The Program Coordinator responsible for Alternative Education with the Implementation Team, should be responsible for establishing and maintaining a tracking process for students in the program, as well as for students who are no longer there. Tracking of present students should be done in concert with the department head or program leader.

Timeline: Sept. 93

Cost Implications *within existing resources*

Rationale: *Any kind of continuous tracking of present and past students appeared to be lacking because it was not the responsibility of any one person.*

Implications *There is a need for a formal system of communication between feeder schools, pre, during and post. There should be regular consultation with the program leader or department head in each of the programs. Statistics should include information regarding credits earned but should also include information regarding the social and emotional welfare of the student. Information should be collected on the students' needs after schooling regarding other types of social assistance and expenses to the taxpayer.*

Linking Support

11. The Program Coordinator with Alternative Education responsibility should have the responsibility of establishing the linking between feeder schools and the schools and agencies that are receiving alternative education students.

Timeline: *ongoing*

Cost Implications *within existing resources*

Rationale: *There did not appear to be any model in existence for linking support.*

Implications *There is a need for a structured format to assist the student from alter-ed to regular secondary, SALEP, college, university, or the work place. Cooperative Education might be considered as an alternative for some students in the program. There may also be a need to direct some of the students to the existing adult education alternatives.*

Other

Recommendations for Further Study

12. Further study should take place to
 - review the Alternative Education Program in Hamilton on a continuous basis using a model provided by the Program Accountability Team, to monitor and evaluate the program and appropriate access to intended curriculum as well as the success of the program in meeting the needs of these at risk students.
 - evaluate other programs both in individual schools and board wide programs that focus on students at risk of dropping out of school, with the possibility of making the Alternative Education Program in its present format, obsolete.
 - look at the feasibility of programs for identified students who are at risk, as well as behavioral students for whom the regular programs are not presently being successful.
 - tie in other retention initiatives such as Co-op Education and SALEP and have these work in conjunction with the present Alternative Education Program.
 - look at the feasibility of a Primary-Junior alternative program to meet present needs at that level.

Timeline: Sept. 93

Cost Implications: to be determined

Rationale: Additional critical needs were identified but not addressed in the existing or proposed model.

Implications Additional research and investigation must take place and in fact may be part of a continual review of the Alter. Ed. program.

Appendix A

Model for Secondary Alternative Education

Secondary Alternative Education				
SOS	SOS	Supt of Program	SOS	SOS
Principal	Principal	Coordinator with Alter Ed resp.	Principal	Principal
Dept. Head	Dept. Head		Dept. Head	Dept. Head
Teacher	Teacher		Teacher	Teacher
0.5 Soc.Wkr	0.5 Soc.Wkr		0.5 Soc.Wkr	0.5 Soc.Wkr

Model for Elementary Alternative Education

Elementary Alternative Education		
SOS. (1 & 3)	Supt. Of Program	SOS. (2 & 4)
Principal	Coordinator with Alter. Ed responsibility	Principal
Program Leader		Program Leader
Teacher		Teacher
0.5 Soc. Wrkr		0.5 Soc. Wkr
0.5 Fr. Teacher		0.5 Fr. Teacher

Appendix B

Costing Comparison of Existing and Proposed Programs

Costs Secondary			
Old		New	
2 Prog Leaders	\$120 000	4 Dept. Heads	\$240 000
6 Teachers	\$300 000	4 Teachers	\$200 000
1 Social Worker	\$38 000	2 Social Workers	\$76 000
1 Secretary	\$25 000	2 Secretaries	\$50 000
Ministry Grants	(\$26 362)		(\$122 840)
	456,638.00		443,160.00

The alternative education program should be an integral part of the Composite Secondary School with the corresponding availability to monetary, human and material resources including budgets, use of facilities, secretarial help. Additional secretarial help should be available in each of these schools so that that secretary can assist the Alternative Education Program in the school as well as work for the school itself. With the inclusion of an Alternative Education responsibility, many of the previous responsibilities of the program leader would be the responsibility of of a Program Coordinator with responsibility for Alternative Education enabling the department head to spend more time in the role of a teacher than did the program leader.

The ministry grant estimates are based on the difference in the grant structure which would be attained by including the students on the role of the composite secondary school in which the program is housed. This would also allow for a small increase in the number of students served.

Costs Elementary			
Old		New	
1 Prog Leaders	\$60 000	2 Prog Leaders	\$120 000
2 Teachers	\$100 000	2 Teachers	\$100 000
0.5 Social Worker	\$19 000	1 Social Worker	\$38 000
0.8 Fr. Teacher	\$40 000	1 Fr. Teacher	\$50 000
0.5 Secretary	\$12 500	1 Secretary	\$25 000
Ed. Assistant	\$25 000		
	256,500.00		333,000.00

The alternative education program should be an integral part of the school in which it is housed with the corresponding availability to monetary, human and material resources including budgets, use of facilities, secretarial help. Additional resources may be necessary to supplement areas such as the library so that student resources are available. With the inclusion of an Alternative Education responsibility, many of the items that were once the responsibility of the program leader can now be handled by the Program Coordinator with Alternative Education responsibility and the program leader now can spend more time in the role of a teacher. This would allow for an increase in the number of students served.

Appendix C

Role of the Program Coordinator with Alternative Education responsibility

Make connections with curriculum department to ensure existing program is appropriate for the students and meets Ministry of Education Guidelines.

Work with an Admissions Panel to - establish criteria for admissions.

- meet monthly to determine admissions and withdrawals.

Work with individual school settings to establish necessary budgets and resource use as pertains to the alternative education program.

Provide connections with outside agencies along with the social workers involved in the program.

Facilitate support for the Alternative Education Program and is responsible for marketing the program.

Establish and maintain a tracking process that may include statistics with information regarding credits earned as well as information re the social and emotional welfare of the students in all six programs.

Maintain ongoing contact and information exchange with schools referring students as well as helping in the transition of students back into regular programs where possible.

Provide information to parents and students prior to their applying to the program.

Consult regularly with each of the program leaders and department heads in each of the programs.

Appendix D

Core Team	Consultation Team
Lindy Millen, Vice Principal, Prince of Wales	Maxine Martineau, Spec.Ed.Consultant, Area 1
Lee Currie, Vice Principal, Sir Allan MacNab	Diane Sayers, Salep Consultant, Ed.Centre
Helen Zamfir, Guidance, Ryerson	Paul Rehak, Consultant, Scott Park
Barb Brown, Guidance, Barton	Donna Quigley, Area Supervisor, Area 2
Vince Martorelli, Social Worker, Hillsdale/Hillcrest	Don Rothwell, Superintendent of Schools, Area 5
Nancy Smith, LRT, Lake Ave.	Nancy Nicholls, Superintendent of Schools, Area 2
Craig Ashbaugh, Adjustment Consultant, Area 3	Wanda Honda, Teacher, ACES
Wendy Hutton, LRT, Delta	Barbara McSkimming, Teacher, Phoenix
Harry Traini, Math Coordinator, Special Assignment Program Dept. Ed. Centre (Team Chair)	Cherie Gates, Program Leader, Lawrence

* Positions listed for each team member reflect their positions at the time of initial preparation of this report.



ACCO.

ACCOPRESS

YELLOW

*BLACK

***BLUE**

RL. BLUE 250

*GREY 250

GREEN 250

RUST 2507

EX RED 2507 ROUGE

ACCO CANADA INC.
WILLOWDALE, ONTARIO

* INDICATES
75% RECYCLED
25% POST-
CONSUMER FIBRE



*SIGNIFIE 75 %
FIBRES RECYCLÉES,
25 % DÉCHETS DE
CONSOMMATION

BALANCE OF PRODUCTS
25% RECYCLED

AUTRES PRODUITS:
25 % FIBRES RECYCLÉES

